



COMMUNITY COLLEGES
OF VENTURA COUNTY



2024-2027

Equal Employment Opportunity Plan

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Letter From Chancellor

September 12, 2023

On behalf of the Ventura County Community College District, I am proud to present the 2024-2027 Equal Employment Opportunity (EEO) Plan, which was vetted through the Participatory Governance process, including the EEO Advisory Committee. The plan's ultimate focus is to ensure Equal Employment Opportunity within the District's recruitment and hiring policies and practices, while advancing diversity and cultural competency within our District.

This document serves as a written plan that reflects the District's commitment, as an academic community, to develop and maintain a diverse, talented, and highly skilled workforce that celebrates diversity, equity, inclusion, and accessibility in our everyday practices. By recruiting, hiring, and supporting employees who are knowledgeable of, and empathetic towards, the needs of our ever-evolving student body, we work to foster a non-discriminatory working and learning environment that rewards excellence and is welcoming to all.

Sincerely,



Rick McLennan, Ed.D., Chancellor
Ventura County Community College District

Component 1

Introduction

The Ventura County Community College District (VCCCD) proudly serves a diverse and vibrant community comprising of individuals from various backgrounds and unique life experiences. Our community encompasses people of diverse racial, ethnic, sexual orientations, and socioeconomic backgrounds, origination from various nationalities, cultures, and linguistic heritages. Within our community, there is a spectrum of political and religious beliefs, which represent diverse gender identities and expressions, and contribute to a wealth of individual and collective experiences, energy, and wisdom spanning generations.

This plan signifies the District's unwavering commitment to developing and nurturing a workforce that is not only diverse but also highly skilled and talented. We firmly believe that by actively pursuing equal employment opportunities and fostering a working and academic environment characterized by openness and inclusivity, our colleges and district administrative center will play a pivotal role in promoting diversity and nurturing excellence both within the district and across our broader community.

In order to serve our increasingly diverse student population, the VCCCD is dedicated to recruiting, hiring, and supporting employees who possess knowledge of and empathy for the evolving needs of our students. We recognize that the most effective way to encourage innovation and set a standard of excellence for our students is by employing and supporting a fundamentally diverse workforce. To bring this plan's aspirations to fruition, we commit to the following principles and actions:

- 1. Promoting Diversity, Equity, and Inclusion:** We will actively promote diversity, equity, and inclusion through lawful, nondiscriminatory measures. Our aim is to proactively seek the most qualified candidates at all levels of employment, ensuring equal opportunities for all.
- 2. Empowering Faculty and Staff:** We acknowledge that all faculty and staff members have the capacity to positively impact students and provide equitable instruction and services. To this end, we are committed to supporting all employees in their pursuit of academic and professional excellence.
- 3. Institutional Commitment:** The successful implementation of this Plan necessitates a proactive, sustained commitment from our institution. We will hold all employees accountable for upholding our commitment to diversity, equity, and inclusion.
- 4. Promote Student Success:** As Hispanic Serving Institutions (HSIs) and institutions which serve diverse students, we seek to hire faculty and staff members who understand the challenges and opportunities faced by our students. We seek faculty and staff who exhibit sensitivity to the needs of our students, with a shared drive to work hard to close achievement gaps for traditionally underrepresented students.

Through these principles and actions, the VCCCD is dedicated to creating an inclusive and equitable environment where everyone can thrive, contributing to the betterment of our community as a whole.

Component 2

Definitions

Adverse Impact: A valid statistical measure (such as those outlined in the EEO Commission's Uniform Guidelines on Employee Selection Procedures) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to California Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.

Black or African American: A person having origins in any of the Black racial groups of Africa.

Caucasian/White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Chancellor's Office: California Community College's Chancellor's Office.

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.

Equal Employment Opportunity: 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 the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerkical, technical and paraprofessional, skilled crafts, and services and maintenance. 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 that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all persons free from discrimination related to the categories protected by California Government Code section 12940.

Equal Employment Opportunity Plan: 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, which it is implementing or will implement, to promote equal employment opportunity.

Equal Employment Opportunity Program: 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.

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people.

Equity Mindedness: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language, or religious traditions.

Gender Expression: How a person presents gender outwardly, through behavior, clothing, voice, or other perceived characteristics.

Gender Identity: One's internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).

Hispanic/Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

Hostile Work Environment: Any work or learning environment where unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, genetic information, or any other legally protected status, is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, abusive, or offensive.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

In-House or Promotional Only Recruitment/Hiring: Only existing District employees are allowed to apply for a promotional position. Pursuant to Title 5, section 53021(b)(1), in-house or promotional only recruitment shall not be used to fill any vacancy for any position except when the position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided however, that no interim appointment or services of interim appointments exceeds two years in duration. Pursuant to Title 5, section 53021(b)(2), where in-house or promotion only recruitment is utilized, all District employees shall be afforded the opportunity to apply.

Job Category: Each employee shall be reported so that they may be identified as belonging to one of the following seven job categories: 1.) Executive/Administrative/Managerial; 2.) Faculty and Other Instructional Staff; 3.) Professional Non-Faculty; 4.) Secretarial/Clerical; 5.) Technical and Paraprofessional; 6.) Skilled Crafts; and 7.) Service and Maintenance

Longitudinal Analysis: An analysis of data regarding job applicants, for the purpose of identifying whether, over multiple job searches, a monitored group is disproportionately failing to move forward from the initial pool of applicants who meet State or Personnel Commission minimum qualification requirements to the final applicant pool.

Major Life Activities: Functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

Merit System: A personnel management method that guides the selection and retention of classified employees on the basis of merit, fitness, and the principle of like pay for like work. Merit system districts are required to maintain a Personnel Commission.

Monitored Group: Those groups identified in Title 5, section 53004, subdivision (b), for which monitoring and reporting is required pursuant to Title 5, section 53004, subdivision (a). Monitored groups include women, men, American Indians or Alaskan natives, Asians, Native Hawaiians or Other Pacific Islanders, Blacks/African Americans, Hispanics/Latinos, Whites, Two or More Races, and persons with disabilities.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Person with a Disability: Any person who: (1) has a physical or mental impairment as defined in California 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.

Personnel Commission: An independent, third body, composed of three persons appointed for three-year staggered terms, that is charged with ensuring fair and objective treatment of applicants and employees in all aspects of classified personnel administration.

Projected Representation: The percentage of persons from a monitored group determined by the Chancellor's Office to be available and to perform the work in question.

Protected Status: Includes race, national origin, hair texture or hairstyles commonly associated with a particular race or national origin, immigration status, religion, color, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or any other characteristic protected under applicable federal or state law. Sexual harassment is considered a form of sex discrimination.

Reasonable Accommodation: The efforts made on the part of the District in compliance with Government Code Section 12926. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and notetakers. Such accommodations may be paid for with funds provided pursuant to article 3 (commencing with section 53030) of this subchapter.

Screening or Selection Procedures: Any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include, when appropriate, the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, 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 Title V, Section 53430.

Sexual Orientation: Refers to an individual's enduring physical, romantic and/or emotional attraction to another person.

Underrepresented Group: Any monitored group for which the percentage of persons from that group employed by the district in any job category is below eighty percent (80%) of the projected representation for that group in the job category.

Two or More Races: All persons who identify with more than one of the above five races (White, Black or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian or Alaska Native). For the purposes of this group, identifying as Hispanic or Latino and only one of the listed five race groups does NOT qualify under this category.

Unlawful Workplace Discrimination: Occurs when an employee is treated differently in a manner that relates to the terms and conditions of employment, or experiences an adverse employment action (e.g. termination, demotion) based on a characteristic or activity protected by law.

Unlawful Workplace Harassment: Occurs when an employee is subjected to verbal, visual, or physical conduct based on the employee's legally protected status; the conduct is both subjectively and objectively unwelcome; and the conduct is sufficiently severe or pervasive to alter the conditions of the employee's working environment so as to create an abusive working environment.

Component 3

EEO & Nondiscrimination Employment Policy Statement

References: California Code of Regulations, Title 5, Section 53002

The District is committed to providing learning and working environments which ensure and promote diversity, equity, and inclusion. People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization. The District strives to provide a work and educational environment that fosters cultural awareness, mutual understanding, engagement, and respect, with the intent to better enable students to flourish as citizens of the work, ultimately also benefits the global community.

Nondiscrimination in District Programs and Activities

The Board of Trustees supports the intent set forth by the California Legislature to ensure a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds including but not limited to:

- Race
- Ethnicity
- Religion (including but not limited to religious dress and grooming practices)
- National origin, ancestry, citizenship
- Hair texture or hair style that is closely associated with a particular race or national origin
- People with varying physical and mental abilities
- Health and Medical situation/standing/state
- Protected medical leaves (requesting or approved for leave under the Family and Medical Leave Act or the California Family Rights Act)
- Marital status
- Family status (including but not limited to pregnancy, childbirth, breastfeeding, related medical conditions, parenting, foster parenting, adoptive parents, aging parent care, or those who do not have dependents)
- Gender, gender identity, gender diversity (including but not limited to those who identify as Transgender, Cisgender, or Non-Binary)
- Sex
- Sexual orientation
- Age (over 40)
- Veteran and/or military status
- Interpersonal violence experience(s) (including but not limited to people experiencing domestic or community violence, psychological abuse, or physical abuse)
- Political/community affiliation; and/or
- Any other status protected by state or federal law or on the basis of these real or perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

No person shall be subjected to unlawful discrimination in any program or activity of the District on the basis of ethnic group identification, national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military and veteran status, or any other characteristic protected under applicable federal or state law or because he/she/they is perceived to have one or more of the foregoing

characteristics, or based on association with a person or group with one or more of these actual or perceived characteristic.

The District shall foster a welcoming working and academic environment that is open to all groups who are protected from discrimination and thereby ensuring the District is inclusive and equitable. Such an environment promotes and advocates for cooperation, acceptance, democracy, and free expression of ideas.

The District's efforts to foster a welcoming environment shall include promoting inclusion based on physical attributes that are often associated with a protected group, or related to a persons protected status. The law now recognizes and protects employees based on the physical attributes of hair style and hair texture associated with a particular race or national origin. In addition, the District recognizes that attitudes regarding other physical attributes—such as weight and height—are often tied to attitudes, stereotypes and expectations related to gender, gender identity, sexual orientation, national origin, and/or perceived medical conditions. Such attitudes, stereotypes and expectations run counter to the values and goals of the District to create a welcoming, equity-minded workplace and educational environment.

Districts shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of California Government Code sections 11135 et seq., and 12940, subdivision (m), section 504, of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, hybrid online schedules, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and note-takers.

Such accommodations may be paid for with funds provided pursuant to Title 5 Section 53030.

Equal Employment Opportunity

The Board commits the District to vigorous equal employment opportunity in all aspects of its employment programs, including recruitment, selection, assignment, retention, promotion, and transfer.

- All recruitments for vacant positions will be conducted with the goal of finding the most qualified candidate who meets the minimum qualifications from a diverse pool of applicants.
- Every recruitment notice shall contain approved statements on EEO, equity and equivalency.

The District strives to employ administrators, faculty, and staff members who are dedicated to student success through a workforce that reflects and welcomes diversity to ensure an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas.

An Equal Employment Opportunity Plan is maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws. The District shall make a continuous good faith effort to comply with all the requirements of the Plan and commit to ongoing strategies for increasing the diversity of the district workforce. Each employee is accountable for ensuring equal employment opportunity and nondiscrimination. It is only through combined efforts that the District will successfully develop and maintain a workforce that is welcoming to all.

District Policies and Procedures

This Policy Statement aligns with and incorporates by reference the following Board Policies and Administrative Procedures, which can be found on [BoardDocs® Plus](#):

Board Policy 3410 Non Discrimination
Board Policy 3420 Equal Employment Opportunity
Board Policy 7100 Commitment to Diversity

Component 4

Delegation of Responsibility, Authority, and Compliance

The Ventura County Community College District's goal will be that its employees promote and support equal employment opportunity. Equal Employment Opportunity requires a commitment and a contribution from every segment of the District's workforce. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

A. Board of Trustees

The Board of Trustees is ultimately responsible for the 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 including regular review of data, data-informed policy development and guidance to the Chancellor. The Board shall adopt a policy statement setting forth the District's commitment to an equal employment opportunity program. The Board shall also evaluate the Chancellor on their DEI efforts, and the Board shall be evaluated based on their DEI efforts. The Governing Board is responsible for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan. 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.

B. Chancellor

The Board of Trustees delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor shall evaluate the performance of all administrative staff that report directly to them on their ability to follow and implement the Plan, including but not limited to, advocating for evaluating all employees on their efforts to support DEI efforts.

C. Equal Employment Opportunity Officer

The District designates the Director of Employment Services as its Equal Employment Opportunity Officer as the party primarily responsible for the day-to-day implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing, and monitoring the Plan and for ensuring compliance with the requirements of Title 5, section 53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving complaints described in Component 6 of the Plan, and for ensuring that applicant pools and selection procedures are properly monitored.

The EEO Officer will collaborate with the Vice Chancellor of Human Resources and the Chancellor as well as other administrators to:

- Create job announcements using race-conscious and equity-minded language and set qualifications for employment positions consistent with all the requirements set forth in section 53022 of Title 5 of the California Code of Regulations.
- Promote job announcements on list serves that target equity minded professionals as well as affinity organizations for various underrepresented groups.
- Ensure each criterion for recruiting candidates is applied, followed, and tracked by HR for all recruitments.
- Conduct applicant pool reviews to ensure hiring pools are diverse, and take appropriate action as necessary, including but not limited to reopening the application process.
- Identify job-related criteria that enhance the diversity of the applicant pool and develop job descriptions that reflect these criteria.
- Prepare job-related questions for applicants that will allow interviewing committees to assess applicants' understanding of and commitment to diversity, equity, and inclusion.
- Plan inclusive recruitment strategies that access professional organizations, media outlets, personal contacts, and other sources to maximize the diversity of applicant pools.
- Ensuring that those involved in implementation of the EEO Plan including the EEO Advisory Committee, the Board of Trustees, Equity Employment Facilitators (EEFs), and those serving on screening committees receive training regarding EEO hiring and the EEO Plan in compliance with Title 5 and this EEO Plan.
 - o EEFs shall also receive regular training on the educational benefits of workforce diversity, racial equity, the importance of closing racial equity gaps in the workplace, and the elimination of hiring bias in hiring decisions.

D. Equal Employment Opportunity Advisory Committee

The District has established and will continue to maintain an Equal Employment Opportunity Advisory Committee to act as an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the development, review, update, and implementation of the Plan in compliance with the requirements of Title 5, section 53000 et seq.

E. Agents of the District

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

F. Good Faith Effort

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

Component 5

Equal Employment Opportunity Advisory Committee Role

The District's Equal Employment Opportunity Advisory Committee will assist the District in implementing its Plan. The Equal Employment Opportunity Officer shall be responsible for training the Advisory Committee on equal employment compliance and the Plan itself. The Equal Employment Opportunity Advisory Committee shall meet quarterly during the academic 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 Equal Employment Opportunity Officer, the Chancellor, and the Board of Trustees.

Charge of the committee: The District will maintain an Equal Employment Opportunity Advisory Committee to assist the District in developing, revising, and implementing its EEO Plan. The EEOAC may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The EEOAC may sponsor events, training, or other activities that promote equal employment opportunities, nondiscrimination, retention, and diversity.

The Vice Chancellor of Human Resources or designee shall train the EEOAC and the Board of Trustees on the following, per the requirements of Title 5, section 53005.: (a) equal employment compliance, including Title 5 regulations regarding equal employment opportunity and state and federal non-discrimination laws; (b) identification and elimination of bias in hiring; (c) the educational benefits of workforce diversity; and (d) the role of the EEOAC in carrying out the District's EEO Plan.

The composition of the committee should reflect diversity in, but not be limited to, the areas of race, gender, disability status, belief, age, and national origin.

Committee membership will consist of

- three faculty members (one from each college), appointed by the Academic Senate Presidents at each college;
- three classified members, appointed in accordance with the agreement between the Ventura County Community College District and the Service Employees International Union, Local 99;
- three administrators/managers/supervisors, appointed by the Chancellor;
- one to three students (ideally one from each college), appointed by the Associated Students at each college; and
- ex officio members, which shall include the:
 - o Vice Chancellor, Human Resources;
 - o Equal Employment Opportunity Officer (Director of Employment Services);
 - o Director of Employee Relations and Human Resources Operations; and
 - o Director of Training and Organizational Development.

Component 6

Complaint Procedures

A. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5, Section 53026).

The District has established the following process permitting any applicant for employment, employee, student, a parent of a minor student, or an individual with legal authority on behalf of a student or employee (collectively, "complainant") to file a complaint with the District's Equal Employment Opportunity (EEO) Officer, alleging that the requirements of the equal employment opportunity regulations have been violated. If the complainant alleges misconduct by the EEO Officer, a complainant should file their complaint with the Vice Chancellor of Human Resources.

Any complainant who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. (e.g., violations of current in-house and promotional hiring processes), using the form identified in Administrative Procedure (AP) 3435 and prescribed by the Chancellor of the California Community Colleges. The District may request, but shall not require, a complainant to submit a complaint on the form identified in AP 3435. A copy of the form will be available on the District's website at <https://www.vccd.edu/departments/human-resources/unlawful-harassmentdiscrimination-policy>.

All complaint forms shall be signed and dated by the complainant, and 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.

Although the District encourages complainants to file written complaints, complainants may also make complaints verbally with the EEO Officer, or if the complaint alleges misconduct by the EEO Officer, with the Vice Chancellor of Human Resources. To issue a verbal complaint, please contact the EEO Officer or Vice Chancellor of Human Resources.

The District may return without action any written or verbal complaints that are inadequate or defective 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. Within ten (10) days of receipt of returned complaints, Complainants may submit additional information to the EEO Officer in an attempt to cure the defective complaint but have no other rights to appeal the District's determination.

Timing for Filing Complaints

Complaints involving employment, including but not limited to hiring processes, must be filed as soon as possible after the occurrence of an alleged violation and not later than 180 days after such occurrence, except that this period will be extended by no more than 90 days following the expiration of the 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days. For active hiring processes, the District strongly encourages complainants to file complaints as soon as possible so that the District may be able to cure any defect in the hiring process, if one is found to have occurred, before completing the process for the particular position.

Appeal Rights

A complainant may not appeal the District's determination pursuant to Title 5, section 53026, to the Chancellor's Office, but under some circumstances, violations of the equal employment 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 California Community Colleges 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 college and/or District level using the process provided by Title 5, section 53026.

See California Community Colleges Chancellor's Office Legal Division for updated information: cocco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel

Investigation

All complaints filed with the Equal Employment Opportunity Officer, or the Vice Chancellor of Human Resources, will be investigated or caused to be investigated by the EEO Officer, or a designee identified by the Vice Chancellor of Human Resources, if the complaint is filed against the EEO Officer. Investigations shall be conducted in a manner which seeks to balance issues of confidentiality and privacy with the need to conduct thorough, objective investigations of all complaints. Rights of complainants to freedom from retaliation shall be protected.

Upon completion of the investigation, the Vice Chancellor of Human Resources shall review the complaint and investigation findings and issue a notice of conclusion of the investigation and summary of findings on all accepted complaints, to the complainant and any respondents. The District will strive to issue a notice of conclusion of investigation and summary of findings within ninety (90) days of the filing of the complaint but may extend this deadline for good cause. In the event that a complaint filed under Title 5, section 53026, alleges unlawful discrimination, the complaint will be processed according to the requirements of Title 5, section 59300 et seq. and AP 3435, as addressed in Section B below.

B. Complaints Alleging Unlawful Discrimination or Harassment (Title 5, Section 59300 et seq.)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice Chancellor of Human Resources is responsible for receiving such complaints and shall conduct or assign the investigation in a timely manner in accordance with the process set forth in the District's discrimination and sexual harassment complaint procedures, stated in AP 3430 and AP 3435, which are located at the District website:

go.boarddocs.com/ca/vcccd/Board.nsf/goto?open&id=8592BT016EF8

Component 7

Notification to District Employees of EEO Plan & Policy

The commitment of the Ventura Community College District to equal employment opportunity is emphasized through the broad dissemination of the District's Equal Employment Opportunity Policy Statement and the EEO Plan. The District's EEO Policy Statement is posted on the websites of the District's Office of Human Resources and the Personnel Commission. The following statement shall be posted on all employment announcements and recruitment materials: The Ventura County Community College District recognizes that a diverse community of faculty, staff, and administrators promotes academic excellence and creates an inclusive educational and work environment for its employees, contractors, students, and the community it serves. With the understanding that a diverse community fosters multi-cultural awareness, promotes mutual understanding and respect, and provides role models for all students, VCCCD is committed to recruiting and employing a diverse and qualified group of administrators, faculty, and staff members who are dedicated to the success of all college students. The Ventura County Community College District does not engage in any employment practice that discriminates against any employee or applicant for employment on the basis of ethnic group identification, race, color, language, accent, immigration status, ancestry, national origin, political beliefs, age, gender, sex, religion, transgender, sexual orientation, marital status, veteran status, and/or physical or mental disability.

The Plan and subsequent revisions of the Plan will be distributed via email to

- the District's Board of Trustees and Chancellor;
- all administrators and managers of the District;
- VCCCD's Academic Senate Presidents and Classified Senate Presidents;
- the President of AFT, the Chief Steward of SEIU;
- all members of the District's Equal Employment Opportunity Advisory Committee; and
- all District faculty and staff.

The EEO Plan will be available on the District's Human Resources website through a link on the Human Resources' gateway page as well as on the Diversity, Equity & Inclusivity @ VCCCD website. Also, the District's Office of Human Resources will provide a paper or electronic copy of the Plan to any person requesting it; whether the Plan is provided in paper or electronic form is dependent on the wishes of the requesting person.

Each year, at the beginning of the Fall semester, the Office of Human Resources will email all District employees (via District emails) a copy of the EEO Plan as well as an annual notice as described below. The Office of Human Resources will provide the Plan and notice described below via email to all new employees when they commence their employment with the District. For employees without District emails, the District's Office of Human Resources will mail them a copy of the annual notice to their home addresses.

The annual notice will contain the following provisions:

- the importance of the employee's participation and responsibility in ensuring the Plan's implementation;
- the availability of the Plan on the Office of Human Resources website and at the Office of Human Resources; and
- that any person may request a paper or electronic copy of the Plan from the District's Office of Human Resources.

Component 8

Training for Screening / Selection Committees

Screening/selection committees are a group of individuals involved in the recruitment and selection of employees. The committee members may or may not be employees of the District, but act on behalf of the District. All Screening/Selection Committee members are subject to the equal employment opportunity requirements of Title 5 and of this Plan. Such persons shall receive appropriate Title 5 training which shall include, but need not be limited to:

- Title 5 state and federal nondiscrimination laws related to EEO;
- the educational benefits of workforce diversity;
- the elimination of bias in hiring decisions;
- best practices in serving on a selection or screening committee; and
- principles of diversity and cultural competence.

The VCHR and the Equal Employment Officer are responsible for providing, or designating qualified individuals, to present the mandatory training to employees who wish to serve on a hiring committee. Screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants.

Persons serving on hiring committees are required to complete training within the 24 months (two years) prior to serving on the Committee. Individuals who do not receive training will not be allowed to serve on any screening/selection committee. Screening/Selection Committees will also receive EEO compliance and diversity awareness instruction at the start of each hiring committee. Cultural awareness and equity training is required for all staff and faculty who serve on hiring committees.

The purpose of this training is:

- to assist the participants in identifying and eliminating biases in hiring and employment;
- and to address issues of inclusion/exclusion in a transparent and collaborative fashion.

The Director of Employment Services or Vice Chancellor of Human Resources is responsible for accountability of issuing the training and recording participants who successfully completed the training. Participants are required to be retrained every two years.

Accountability plan for Training for Screening/Selection Committees:

- HR tracks who has completed training
- Include training(s) verification in a shared location
- HR keeps this list current and available to determine who is eligible to serve on hiring committees.
- Provide completion of training(s) sent in an email to employees who have completed the training.

Component 9

Annual Written Notice to Community Organizations

The EEOAC will provide annual written notice to numerous, appropriate community-based and professional organizations, including all protected and/or historically and disproportionately impacted groups, concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan and will solicit their assistance in identifying diverse candidates. The notice will include:

- a summary of the Plan;
- locations where employment information can be obtained;
- the internet address and contact information for the Office of Human Resources.

The EEOAC will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. The EEOAC will network with community and professional institutions, organizations, and agencies, to seek assistance in identifying diverse candidates.

A list of organizations that will receive this notice is attached (Appendix B). This list may be revised from time to time as necessary.

Sample Notice to Community Organizations

The Ventura County Community College District ("District") is a community of people from diverse racial, ethnic, linguistic and socio-economic backgrounds, representing a wide range of national origins, religions, political beliefs, physical and mental abilities, ages, sexual orientation and gender expression. To properly reflect our growing population, we strive to achieve a workforce that is welcoming to all in order to ensure that the District provides an inclusive educational and employment environment. To that end, we have adopted an Equal Employment Opportunity Plan, which illustrates our commitment to providing equal employment opportunities and underscores our dedication to providing a learning experience that will better prepare our students to work and live in an increasingly global society.

We are seeking your help to identify qualified candidates who can assist us in creating an environment that welcomes all, fosters diversity, and promotes excellence. We ask that you refer potential applicants to the Human Resources web page on the District website, where they can learn about the District and review our current job vacancies. We also hope that you will contact us with suggestions you may have regarding how we can better reach out to diverse populations.

We have enclosed a summary of our Equal Employment Opportunity Plan and the current job listings for your review.

We look forward to networking with you in the future. If you have any questions or suggestions, please feel free to contact me at lbarroso@vcccd.edu.

*Respectfully,
EEO Advisory Committee Chair*

*Attachments:
Current VCCCD Job Vacancies
Equal Employment Opportunity Plan Summary*

Component 10

District Periodic Analysis of Longitudinal Applicant Selection Rate Data

References: California Code of Regulations, Title 5, Sections 53003(c)(6), 53004, 53006

The District, through its Office of Human Resources, will annually gather the information specified below for the purpose of conducting periodic, longitudinal analysis of the District's applicants, broken down by number of persons from monitored groups in the seven job categories identified below to determine whether additional diversification measures are required. The District shall conduct this data review as part of its Plan renewal and may conduct additional periodic data reviews more frequently.

EEO Data Collection

The District allows applicants and employees to identify their gender (including a non-binary option), ethnic group identification, and, if applicable, their disability status in a manner consistent with state and federal law (EEO Data). The District will keep EEO Data confidential and shall use it only in research, monitor, and evaluate the effectiveness of the District's EEO program or another similar purpose authorized by law. Individuals serving on a screening or selection committee will not have access to applicants' EEO Data during their participation on the committee. Following such participation on a selection or screening committee, only District employees whose job duties require them to have access to such data will have such access, unless otherwise required by law.

The District allows applicants and employees to provide the following Monitored Group information:

1. Gender Identification

The District requests that employees and applicants self-identify as female, male, or non-binary.

2. Race and Ethnicity Identification

The District requests that employees and applicants self-identify into the following race/ethnicity categories:

- a. Hispanic or Latino
- b. White
- c. Black or African American
- d. Native Hawaiian or Other Pacific Islander
- e. Asian
- f. American Indian or Alaska Native
- g. Two or More Races

All persons who identify with more than one of the above five races (White, Black or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian, or Alaska Native). For the purposes of this group, identifying as Hispanic or Latino and only one of the listed five race groups does NOT qualify under this category.

3. Disability Identification

The District requests that all employees self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act:

a. "Person with a Disability"

b. "Major life activities"

When the District requests the above information, the information request also states clearly that this personal information is for data analysis purposes only and is not shared with anyone involved in the selection process.

Each employee shall be reported so that they may be identified as belonging to one of the following seven job categories:

1. Executive/Administrative/Managerial;
2. Faculty and Other Instructional Staff;
3. Professional Non-Faculty;
4. Secretarial/Clerical;
5. Technical and Paraprofessional;
6. Skilled Crafts; and
7. Service and Maintenance

EEO Data Collection Monitored Group Identification

There may be significant numbers of applicants who decline to identify their gender, ethnicity, or disability status with the District. The District shall make an effort to accurately capture this information and encourages all persons to provide the above data. The District understands that employees and applicants voluntarily submit EEO data and will not mandate employees or applicants to respond to District inquiries requesting such data.

View the District's historical demographic data online, which is incorporated by reference into this Plan: vccd.edu/eedata

Longitudinal Analysis To Identify Adverse Impact

Once the District gathers the EEO data described above, the District's Office of Human Resources assigns every employee and applicant to one of the seven job categories identified above. The District then conducts a periodic, longitudinal analysis of employees and applicants, broken down by number of persons from monitored group status in each job category to determine whether additional diversification measures are required and whether adverse impact exists.

The Ventura County Community College District is committed to ensuring equal employment opportunity in its recruitment and hiring policies and practices. In an effort to identify areas of concern in regard to equal employment opportunity, the District most recently engaged in the following longitudinal adverse impact analysis, and intends to implement a substantially similar practice for future adverse impact analyses:

The District compared the composition of initial applicant pools, qualified pools, applicants recommended for interview, and those hired within 501 faculty recruitments and 326 classified recruitments for fiscal years 2018-2019, 2019-2020, 2020-2021, and 2021-2022, to identify any significant adverse impact. Those recruitments where the selection rate for a monitored group was less than four-fifths (or 80%) of the selection rate for the best performing group and where the results had an equal to or less than 5% probability of occurring by chance, as determined by statistical analysis, were considered as having statistically significant adverse impact.

The District analyzed all instances of adverse impact, not just those where a trend was identified. Of all recruitments, 32 classified recruitments and 19 faculty recruitments were found to have significant adverse impact for a particular ethnic/gender/age group in at least one step of the examination process. Considering that each selection process has at least four steps; and there are two gender groups, one age group, and seven ethnic groups that could be impacted at each step; this means that there were over 18,300 possible instances for significant adverse impact on the classified level and over 28,000 possible instances for significant adverse impact at the faculty level. Thus, classified had instances of significant adverse impact less than 0.002% of the time, and faculty less than 0.0006% of the time.

District Strategies To Mitigate Identified Adverse Impact

When the District identifies an adverse impact in its longitudinal analysis, a further review shall take place to ensure that the selection materials are job related and that there is no discernable evidence of unlawful discrimination against any protected groups. All selection processes are also analyzed for discernable trends (i.e. a classification having significant adverse impact at the same stage for the same gender/ethnic group in more than one recruitment). The District shall take the following steps:

1. Review the longitudinal hiring process analyses results for potential adverse impact affecting the identified monitored group at any phase(s) of the hiring process or employment.
2. Conduct additional quantitative or qualitative analyses of phases where the District identifies adverse impact to determine, where possible, the specific elements of the hiring process or employment stage creating an adverse impact, including, but not limited to, the following:
 - a. For Classified:
 - i. Reviewing appropriateness of minimum qualifications with subject matter experts for the cases where adverse impact was detected at the minimum qualifications screening stage.
 - ii. Ensuring all exam materials and job analyses were on file, including validation of pass points for Performance/Multiple Choice tests.
 - iii. Running intra-class correlation (ICC) reliability tests where adverse impact was detected at the steps of T&E/Performance Test, Interview, and Hire.
 - The ICC is a statistic used for assessing inter-rater reliability. This statistic assesses the level of agreement between multiple raters by comparing their variability of different ratings of the same subject to the total variability across all ratings and all subjects.
 - An excellent ICC score (values between .75 and 1.0) suggests that the raters agreed considerably with each other when scoring. Agreement across all raters suggests that the examination materials were valid and that raters were rating consistently in accordance with the criteria. A poor ICC score (less than .40) would indicate a rater that did not rate consistently with the other raters, and potentially was evaluating different criteria or by different standards.
 - iv. Reviewing Technical Interview competency ratings and summary comments for appropriateness.
 - b. For Academic:
 - i. Reviewing appropriateness of Application Screening criteria to ensure they are job-related.
 - ii. Reviewing Application Screening ratings and summary comments for appropriateness.
 - iii. Running intra-class correlation (ICC) reliability tests where adverse impact was detected at the steps of Application Screening and Interview.
 - The ICC is a statistic used for assessing inter-rater reliability. This statistic assesses the level of agreement between multiple raters by comparing their variability of different ratings of the same subject to the total variability across all ratings and all subjects.
 - An excellent ICC score (values between .75 and 1.0) suggests that the raters agreed considerably with each other when scoring. Agreement across all raters suggests that the examination materials were valid and that raters were rating consistently in accordance with the criteria. A poor ICC score (less than .40) would indicate a rater that did not rate consistently with the other raters, and potentially was evaluating different criteria or by different standards.
 - iv. Reviewing Interview ratings and summary comments for appropriateness.

3. Review the identified hiring process elements or employment stage contributing to the adverse impact to determine whether they can be modified, eliminated, or replaced with a procedure that can decrease the adverse impact.
4. Consider the implementation of additional measures designed to promote diversity in the hiring process and employment.
5. Present the findings to the EEOAC, and other relevant stakeholder groups to identify other potential good faith efforts to make positive progress towards eliminating the adverse impact.

Additionally, if the EEO Officer determines that any selection technique or procedure may have adversely impacted any monitored group during the initial applicant screening process, while the application period is still open, the EEO Officer will advise the District's Chancellor, and the Chancellor may, but is not required to, extend the search period for the position to engage in further recruitment prior to filling the position.

Component 11

Utilizing Data to Determine Underrepresentation

References: California Code of Regulations, Title 5, Sections 53003(c) (9) and 53006

In conjunction with EEO data gathered pursuant to 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 Components 2 and 3. Data collection will be done for each college in the District and the District Administrative Center.

Data Collection

The District shall utilize data available from reliable public and private sources, which may include but are not limited to the U.S. Census Bureau and National Center for Education Statistics for this analysis.

Analysis To Identify Underrepresentation

Once the District gathers the data from public and private sources described in this Plan Component and assigns every employee to one of the seven job categories identified in Plan Component 2, the District will review the EEO data of its employees, broken down by number of persons from monitored group status in each job category.

The District will then analyze this employee EEO data to compare the percent of a monitored group in a job category with their projected representation based on availability in the workforce, student population, and local demographics. Representation below 80% constitutes underrepresentation.

The District's underrepresentation analysis can be found here: vcccd.edu/eeodata, and is incorporated by reference into this Plan.

The District shall annually report to the State Chancellor the employee demographic data as required by Title 5, sections 53003 and 53004.

Component 12

Methods for Addressing Underrepresentation

References: California Code of Regulations, Title 5, Sections 53003(c)(1)-(2) and 53024.1

The District seeks to employ persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria.

Title 5, Section 53003 requires the EEO Plan to identify strategies for addressing any underrepresentation identified in Plan Component 11. The EEO Officer is responsible for developing appropriate measures for addressing findings of underrepresentation, with appropriate input from the EEOAC and other appropriate District personnel.

The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not achieve the objectives of the EEO Plan, the District will request that the EEOAC recommend new methods to achieve the EEO Plan objectives, or if necessary, to modify the EEO Plan itself to ensure equity, inclusion, and equal employment opportunity.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military status. The District also will not engage in any other practice that would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the EEO Plan in a rigid manner that has the purpose or effect of so discriminating.

The District will review the information gathered resulting from Plan Component 11 to determine if underrepresentation of a monitored group may be the result of non-job-related factors in the selection process. The information to be reviewed shall include, but need not be limited to:

1. Relevant data gathered pursuant to EEO Plan Component 10, to identify whether the percentage of persons from a monitored group employed by the District in a job category is below eighty percent (80%) of the projected representation for that group and job category; and
2. Analysis of data regarding applicants, which may inform the District's analysis of underrepresentation of a monitored group.

In order to address these instances of underrepresentation, as defined above, the District will take the following steps:

- The District will request the EEOAC, in conjunction with appropriate Human Resources staff, review the District's advertising and recruitment procedures and make recommendations on modifications that would address underrepresentation.
 - o The District will require the responsible administrator for the division or department where underrepresentation occurs, in conjunction with the EEO Officer, to create a recruitment and hiring action plan to assist in addressing underrepresentation. The action plan will include, but is not limited to: Review, in consultation with appropriate stakeholder groups as required by law or otherwise recommended, each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:

- any requirements of all applicable federal, state, and local laws; and
- qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students.

o Discontinue, in consultation with appropriate stakeholder groups as required by law or otherwise recommended, the use of any locally established qualification that has not been found to satisfy the requirements set in this component.

o Continue using qualification standards meeting the requirements of this component only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of this section, and be expected to have a less exclusionary effect.

- The District will conduct an initial demographic review of the qualified applicant pool before the application deadline for a District position closes. If the pool's candidate diversity is not consistent with the goals of the EEO Plan, the EEO Officer will advise the District's Chancellor, and the Chancellor may, but is not required to, extend the search period for the position to engage in further recruitment prior to filling the position.
- The District shall review and compare the composition of the qualified applicant pool to the composition of the initial applicant pool. If the EEO Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors that are not job related, the EEO Officer will advise the District's Chancellor, and the Chancellor shall take appropriate action. The application pool shall be reviewed in conducting the analysis described in Title 5, section 53006(a).
- Screening committees shall include a diverse membership, to the greatest extent possible, to ensure a variety of perspectives are included in the assessment of candidates.
- The District will implement additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

The District will periodically use appropriate statistical analyses to determine whether the group is still underrepresented in the category or categories in question. Nothing in this component shall be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of all applicable laws.

Component 13

Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation

The District will ensure equal employment opportunity. Equal employment opportunity means that all individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all persons, including persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

Continued on next page.

	IMPLEMENTATION	Who
1	Review applicable board policies (BPs) and administrative procedures (APs) to ensure diversity, equity, and inclusivity is emphasized.	District Councils responsible for reviewing BPs and APs; DDEIW
2	Establish and maintain a transparent and easily found "Diversity, Equity, and Inclusivity at VCCCD" online presence by highlighting the District's diversity and equal employment opportunity, Americans with Disabilities Act (ADA), sexual harassment and nondiscrimination policies, procedures and programs on the District's website.	EEOAC; DCHR; DDEIW; District Marketing; HR
3	Use LinkedIn and NeoGov to reach a broader audience, to keep employees and the public up to date on employment opportunities throughout the District and maximize the diversity of qualified applicant pools.	HR; District Marketing
4	At least every two years, or when employment data indicate a necessity, each college shall host an open house, job fair, and/or virtual information sessions for persons interested in employment with the District. Efforts will be made to attract diverse groups of individuals to the open house.	Each College Point-Person; HR Liaison; College/District Marketing
5	Through the District's mission statement, and with the EEOAC's collaboration, convey the District's commitment to DEI and its commitment to a diverse, equitable, and inclusive workforce that promotes the District's educational goals and values.	Board of Trustees; EEOAC
6	In collaboration with the EEOAC, provide training on DEI, cultural competency, and elimination of bias for all VCCCD employees.	EEOAC; HR; District Marketing

What/When	Effectiveness Metrics & Review
<p>Year 1: On an ongoing basis, whenever a BP or AP comes up for revision it will be forwarded to the DDEIW for their DEI-focused review and recommendations when necessary.</p> <p>Year 2: On an ongoing basis, whenever a BP or AP comes up for revision it will be forwarded to the DDEIW for their DEI-focused review and recommendations when necessary.</p> <p>Year 3: On an ongoing basis, whenever a BP or AP comes up for revision it will be forwarded to the DDEIW for their DEI-focused review and recommendations when necessary.</p>	The board policies and administrative procedures will be reviewed and will include DEI review and/or revisions. Through agendas and minutes, the DDEIW will maintain records of BPs and APs being reviewed and revised.
<p>Year 1: EEOAC, DCHR, and DDEIW will form subcommittee to review website and make recommendations for changes and updates ensuring the website highlights diversity, equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures, as well as the contact persons and resources for reporting of unlawful discrimination, bias, and equal employment opportunity issues.</p> <p>Year 2: HR and District Marketing will review, approve, and execute the updates on the website.</p>	The presence of items on the website, webpage data analytics, survey of webpage usability.
<p>Year 1: Expand LinkedIn and NeoGov recruiting platforms. HR Technician II and HR Analysts will use new platforms to implement new recruiting and advertising methods.</p> <p>Year 2: Expand LinkedIn and NeoGov recruiting platforms. HR Technician II and HR Analysts will use new platforms to implement new recruiting and advertising methods.</p> <p>Year 3: Expand LinkedIn and NeoGov recruiting platforms. HR Technician II and HR Analysts will use new platforms to implement new recruiting and advertising methods.</p>	Gather, compile, and analyze data trends regarding recruitment efforts and applicant pools each year.
<p>Year 1: In January 2025, each college campus point-person will work with college staff and the HR Liaison to coordinate and host an open house, job fair, and/or virtual information sessions for persons interested in employment with the District, which will allow potential candidates to meet deans, department chairs, faculty, and classified employees of the District. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the District's commitment to equal employment opportunity. Advertisements will be sent to community stakeholders via online platforms and print media.</p> <p>Year 3: In January 2027, each college campus point-person will work with college staff and the HR Liaison to coordinate and host an open house, job fair, and/or virtual information sessions for persons interested in employment with the District, which will allow potential candidates to meet deans, department chairs, faculty, and classified employees of the District. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the District's commitment to equal employment opportunity. Advertisements will be sent to community stakeholders via online platforms and print media.</p>	Assessing metrics related to sessions; surveying attendee demographics and satisfaction; and assessing the diversity of applicant pools.
<p>Year 1: Discussion of the mission statement takes place at the Board meeting. Input from EEOAC will be submitted timely for consideration by the Board.</p>	The presence of a meaningful DEI statement in the District mission and evidence of EEOAC input in participatory governance agendas and minutes.
<p>Year 1: In the Fall 2024 semester, specialized trainings targeted for different employee groups will take place to support a culture of mutual respect.</p> <p>Year 2: In the Fall 2025 semester, specialized trainings targeted for different employee groups will take place to support a culture of mutual respect.</p> <p>Year 3: In the Fall 2026 semester, specialized trainings targeted for different employee groups will take place to support a culture of mutual respect.</p>	Implement a post-training assessment for attendees to ensure principles are comprehended and properly applied.

	IMPLEMENTATION	Who
1	Review and streamline the Districtwide Minimum Qualification Equivalency Process to minimize the unintentional exclusion of qualified applicants by simplifying the process, ensuring that disqualification results from genuine factors rather than procedural bureaucracies.	DCHR; Academic Senates; HR; Chancellor's Cabinet; Consultation Council
2	Improve the assessment of all academic, classified, and management selection processes to address sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, gender expression, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.	Employment Equity Facilitators; HR Analysts; Hiring Committee Members
3	Implement surveys for evaluating individual recruitment satisfaction, performance, and integrity and the role of the EEF/HR Analyst.	EEOAC; DCHR
4	Ensure the District's Board of Trustees receives training on the elimination of unlawful discrimination and bias in hiring and employment at least once every two years (as required by Title 5), as well as a training on DEI and cultural competency at least once every election cycle.	HR; Chancellor
5	Create new incentives for hard-to-hire disciplines and areas to include diverse candidates in their hiring pools.	EEOAC; DCHR
6	Complete data collection and analyses described in Plan Components 10 and 11.	HR, District Institutional Effectiveness Team, EEOAC

What/When	Effectiveness Metrics & Review
Year 1: DCHR to add item to agenda for discussion and action. Form work group consisting of appropriate stakeholders to devise solutions for streamlining equivalency process. Year 2: Revise equivalency process. Year 3: Implement new process.	Gather, compile, and analyze data trends related to applicant pools and candidates with equivalent qualifications.
Year 1: Research and select an effective training module on how to assess DEIA for selection committees. In addition, on an ongoing basis, whenever selection criteria are being developed, a DEI-focused review and discussion will take place to ensure DEI is emphasized. Year 2: Incorporate the effective training module on how to assess DEIA in addition to required Title 5/EEO training for selection committees. In addition, on an ongoing basis, whenever selection criteria are being developed, a DEI-focused review and discussion will take place to ensure DEI is emphasized. Year 3: Continue to administer the DEIA training module in addition to the required Title 5/EEO training for selection committees. On an ongoing basis, whenever selection criteria are being developed, a DEI-focused review and discussion will take place to ensure DEI is emphasized.	The presence of an effective training module for assessing DEIA in addition to the recurring Title 5/EEO training, as well as appropriate, meaningful, and distinguishing DEI questions and rating criteria in selection materials that align with identified metrics and goals for the academic, classified, and management areas.
Year 1: Create workgroup to draft survey for EEFs. Year 2: Have survey reviewed and approved by DCHR and EEOAC. Begin distributing survey after each recruitment and collecting data. Year 3: Continue collecting data and begin reviewing data.	Compile and analyze data related to recruitments.
Year 1: Trustees will continue to be invited to the Title 5 EEO Training for Selection Committees which is offered twice per year. Further, after local elections take place in November 2024, the Board of Trustees will participate in a group professional development session on DEI. The training and discussion will be facilitated by an external consultant with topics applying directly to the development, review, and revision of Board Policies to incorporate needed DEI-related perspectives. Year 2: Trustees will continue to be invited to the Title 5 EEO Training for Selection Committees which is offered twice per year. Year 3: Trustees will continue to be invited to the Title 5 EEO Training for Selection Committees which is offered twice per year.	The presence of required training sessions scheduled on Board agendas and evidence of substantive, useful, and related content, and discussion in meeting minutes.
Year 1: Form a workgroup to collect and compile data to identify hard-to-hire disciplines and areas. Year 2: Workgroup will brainstorm and research attainable incentives for implementation. Year 3: Implement at least two incentives for a discipline or area identified.	After implementation of new incentives, gather, compile, and analyze difference in data trends regarding hard-to-hire disciplines and areas.
Year 1: By September 2024, the District will gather the data from public and private sources described in Plan Component 11 and assign every employee to one of the seven job categories identified in Plan Component 2, and review the EEO data of its employees, broken down by number of persons from monitored group status in each job category. Data will be further disaggregated as feasible. By November 2024, the District will draft the 2024-2027 EEO Plan Data Report and update Dashboard.	Analyze this employee EEO data to compare the percent of a monitored group in a job category with their projected representation based on availability in the workforce, student population, and local demographics to inform and guide strategic initiatives.

	IMPLEMENTATION	Who
1	Commit to a formal diversity program that is part of the structure of the District and that will be adequately funded and supported by the District and college leadership.	EEOAC; Administration; HR; Board of Trustees
2	Conduct DEI focused exit surveys with employees who voluntarily leave the District.	HR; EEOAC
3	Maintain a variety of programs to support newly hired employees such as onboarding, professional development, and leadership opportunities which focus on the creation of an equitable campus climate.	College Professional Development Committees; Districtwide Classified Professional Development Committee; DDEIW; EEOAC; HR; Administration; District/College Marketing
4	Conduct regular surveys related to the EEO District climate on a regular basis of once per year to implement concrete measures of continuous quality improvement that utilize the information drawn from the surveys to the EEO process.	District Institutional Effectiveness Department
5	Survey candidates who decline job offers.	EEOAC; DCHR

What/When	Effectiveness Metrics & Review
<p>Year 1: The EEOAC and the DDEIW shall research and evaluate the District’s needs and identify gaps with regards to DEI activities, initiatives, and programs to determine organizational recommendations for a systemic diversity program approach.</p> <p>Year 2: Based on the findings, identify, and define the District’s DEI-related goals. Proposed goals will be grounded in evidence-based research.</p> <p>Year 3: Present and review goals with District and college leadership to ensure support and prioritization.</p>	Budget and position prioritization and approval.
<p>Year 1: Exit surveys will be distributed when employees leave the District and followed up on when necessary. In September 2024, HR & the EEOAC will review current exit survey results and begin discussing potential EEO and DEI-related changes in survey items.</p> <p>Year 2: Exit surveys will be distributed when employees leave the District and followed up on when necessary. In July 2025, HR will implement the new survey which will include EEO and DEI-related items.</p> <p>Year 3: Exit surveys will be distributed when employees leave the District and followed up on when necessary. In September 2026, HR & the EEOAC will analyze survey data for concerning trends.</p>	Gather, compile, and analyze data for patterns impacting monitored groups, and implement concrete measures that utilize this information to develop strategies to retain employees from underrepresented groups.
<p>Year 1: The College Professional Development Committees and the Districtwide Classified Professional Development Committee shall independently identify professional development needs related to DEI. HR and the Director of Training and Organizational Development will assess leadership competency needs, including DEI, in supervisory staff. Findings and measurements used to gauge effectiveness will be reported to the Chancellor’s Cabinet for review. In collaboration with key District stakeholders, the Director of Training and Organizational Development will identify, develop, and/or design robust DEI-focused aspects of onboarding and professional development programs tailored to each college’s specific needs and demographics. These should be meaningful and effective ongoing programs aimed at continuous professional development. Training topics provided will include, but are not limited to: appreciating diversity, implicit bias in the workplace, understanding generational differences, equity in hiring, DEI and evaluations, and strengths identification.</p> <p>Year 2: College and District Committees will begin implementing the new programs, activities, and/or trainings identified and developed in Year 1.</p> <p>Year 3: Continue implementing, begin evaluating, and make improvements to new programs, activities, and/or trainings from Year 1 and Year 2.</p>	Survey employees on an annual basis and assess data pertaining to onboarding and professional development efforts.
<p>Year 1: At the beginning of Fall 2024, an employee perception survey will be conducted to understand the experiences and needs of our employees, which in turn can lead to positive changes and improvements in the workplace environment. Employees will be asked to provide feedback on topics that include work quality, communication, management, and workplace culture.</p> <p>Year 2: At the beginning of Fall 2025, an employee perception survey will be administered to understand the experiences and needs of our employees, which in turn can lead to positive changes and improvements in the workplace environment. Employees will be asked to provide feedback on topics that include work quality, communication, management, and workplace culture.</p>	The colleges share results and action plans with EEOAC.
<p>Year 1: Form workgroup to draft survey for declined job offers and draft a process for implementation.</p> <p>Year 2: Have survey reviewed and approved by DCHR and EEOAC. Begin distributing survey after each declined job offer and collecting data.</p> <p>Year 3: Continue collecting data and begin reviewing data</p>	Gather, compile, and analyze data trends related to declined job offers.

APPENDIX A

Related Terminology

Equal Pay Act of 1963 (EPA): This law makes it illegal to pay different wages to men and women if they perform equal work in the same workplace. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Gender Nonconforming: The state of one's physical appearance or behaviors not aligning with societal expectations of their gender (a feminine boy, a masculine girl, etc.).

LGBTQIA+: Relating to lesbian, gay, bisexual, transgender, queer and inclusive to all individuals on the gender identity and/or sexual orientation spectrum.

Pregnancy Discrimination Act: This law amended Title VII to make it illegal to discriminate against a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

The California Fair Employment and Housing Act (FEHA) prohibits harassment and discrimination in employment which includes but may not be limited to an employee, unpaid intern, applicant, or a volunteer.

FEHA specifically provides protection from harassment or discrimination in employment because of:

- Race
- Color
- Religion (includes religious dress and grooming practices)
- Sex/gender (includes pregnancy, childbirth, breastfeeding and/or related medical conditions)
- Gender identity, gender expression
- Sexual orientation
- Marital status
- Medical Condition (genetic characteristics, cancer or a record or history of cancer)
- Military or veteran status
- National origin (includes language use and possession of a driver's license issued to persons unable to prove their presence in the United States is authorized under federal law)
- Ancestry
- Disability (mental and physical, including
- HIV/AIDS, cancer, and genetic characteristics)
- Genetic information
- Request for family care leave
- Request for leave for an employee's own serious health condition
- Request for Pregnancy Disability Leave
- Retaliation for reporting patient abuse in tax-supported institutions
- Age (over 40)

Title VII of the Civil Rights Act of 1964: This law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business.

APPENDIX B

List of Community Organizations to Receive Annual Written Notice

American Association of University Women (AAUW) Camarillo Branch

P.O. Box 862
Camarillo, California 93011
AAUW.camarillo.president@gmail.com

Black American Political Association of California

P.O. Box 5262
Oxnard, California 93031

Cal Lutheran Alumni

Office of Alumni and Family Relations
California Lutheran University
60 W. Olsen Road #1500
Thousand Oaks, CA 91360
alumni@callutheran.edu

California State University Channel Islands Alumni & Friends Association

One University Drive
Camarillo, CA 93012
alumni.friends@csuci.edu

Central Coast Alliance for a Sustainable Economy (CAUSE)

Ventura
56 E. Main St., Suite 210
Ventura, CA 93001

Oxnard

4225 Saviers Road #2
Oxnard, California 93033

Santa Paula

216 N. 8th Str.
Santa Paula, CA 93060

City of Camarillo

601 Carmen Drive
Camarillo, CA 93010

City of Fillmore

250 Central Avenue
Fillmore, CA 93015

City of Moorpark

Moorpark City Hall
799 Moorpark Avenue
Moorpark, CA 93021

City of Ojai

Ojai City Hall
401 South Ventura Street, Ojai, CA 93023

City of Oxnard

Service Center
214 South C St.
Oxnard, CA 93030

City of Port Hueneme

250 N Ventura Road
Port Hueneme, CA 93041

City of Santa Paula

970 Ventura Street
Santa Paula, CA 93060

City of Simi Valley

Simi Valley City Hall
2929 Tapo Canyon Road
Simi Valley, CA 93063
citymgr@simivalley.org

City of Thousand Oaks

Thousand Oaks Civic Arts Plaza/City Hall
2100 E Thousand Oaks Blvd.
Thousand Oaks, CA 91362

City of Ventura

501 Poli Street
Ventura, CA 93001

Community Advocacy Coalition of Ventura County

450 S. K Street, Room 213
P.O. Box 5383
Oxnard, California 93031

4000 South Rose Avenue
Oxnard, California 93033
info@the-cac.org

Community Action of Ventura County

621 Richmond Avenue
Oxnard, CA 93030

County of Ventura Human Resources Division

800 S. Victoria Avenue
Ventura, CA 93003
HR.Admin@ventura.org

Diversity Collective Ventura County

2471 Portola Road, Suite 100
Ventura, California 93003
info@diversitycollective.org

League of United Latin American Citizens

P.O. Box 369
Oxnard, California 93032-0369

Mixteco Indigena Community Organizing Project (MICOP)**Headquarters**

200 W 5th St
Oxnard, CA 93030

Oxnard

555 S. A St. Suite #265
Oxnard, CA 93030

Other Oxnard Location

135 Magnolia Ave.
Oxnard, CA 93030

Moorpark College Foundation

7075 Campus Road
Moorpark, CA 93021
mcinfo@vcccd.edu

National Association for the Advancement of Colored People (NAACP)

1215 K Street, Suite 609
Sacramento, California 95814

Ventura County Branch

PO Box 5792,
Oxnard, CA 93031
info@naacp-venturacounty.org

Oxnard College Foundation

Administration – A
4000 S Rose Ave
Oxnard, CA 93033

Pepperdine Alumni Affairs

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263-6190
alumni@pepperdine.edu

Social Justice Fund for Ventura County

P.O. Box 1271
Camarillo, CA 93011
socialjusticefundvc@gmail.com

The Ventura County Community Foundation

4001 Mission Oaks Boulevard Suite A
Camarillo, CA 93012
vccf@vccf.org

The Ventura College Foundation

4667 Telegraph Road
Ventura, CA 93003
vcfoundation@vcccd.edu

UC Santa Barbara Alumni

University of California, Santa Barbara
Santa Barbara, California 93106-1120
alumni@alumni.ucsb.edu

UCLA Alumni Association

James West Alumni Center
Box 951397
Los Angeles, CA 90095-1397
alumni@alumni.ucla.edu

Ventura County Interfaith Community

teri@terihelton.com

Ventura County Military Collaborative

P.O. Box 1150
Camarillo, California 93010
Info@VCMilC.Org

Ventura County Office of Education

Administrative Services Center
5189 Verdugo Way
Camarillo, CA 93012

Conference and Educational Services Center

5100 Adolfo Road
Camarillo, CA 93012

Mary Samples Center & Triton Academy

5250 Adolfo Road
Camarillo, CA 93012

Ventura County Workforce Development Board of Ventura County

855 Partridge Drive
Ventura, California 93003

Ventura Education Partnership

255 W. Stanley Avenue
Ventura, CA 93001

West Ventura County Business Alliance**WVCBA Oxnard Office**

400 E. Esplanade Drive, Suite 302
Oxnard, CA 93036
info@wvcba.org

WVCBA Camarillo Office

1601 Carmen Drive, Suite 110A
Camarillo, CA 93010

Westmont College – The Alumni and Parent Relations Office

alumni@westmont.edu

