



# EQUAL EMPLOYMENT OPPORTUNITY PLAN

2023-2026

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## INTRODUCTION

The Allan Hancock Joint Community College District Equal Employment Opportunity Plan (Plan) was adopted by the Board of Trustees on July 16, 2024, reflecting the district's commitment to equitable and inclusive practices. The district continues to take active steps to ensure equal employment opportunity creates a working and academic environment that is welcoming to all, fosters diversity, promotes excellence, and ensures practices that are nondiscriminatory.

Allan Hancock College serves a diverse student population. As with many California community colleges, Hancock College serves students of all ages, backgrounds, ethnicities, and walks of life. Our students may include recent high school graduates, working adults seeking to improve their skills or change careers, people pursuing personal interest courses, and lifelong learners.

Allan Hancock College serves a significant number of first-generation college students and those who come from traditionally underrepresented backgrounds. Out students also often have a high percentage of part-time students who work or have other commitments and a significant portion of our students may also be learning English as a second language.

Allan Hancock College has a strong commitment to serving our local community. This includes providing education and training opportunities that align with the needs of the local workforce. By offering a diverse range of academic programs and vocational training, we prepare students for various career paths, thus contributing to a diverse workforce.

Allan Hancock College's shared values of such as Equity, Diversity, Mutual Respect, coupled with our mission to foster an educational culture that values equity and diversity and engages students in an inclusive learning environment, align directly with the goal of workforce diversification. This diversification is essential as it helps to foster innovation, creativity, and resilience within the workforce. It also helps to ensure that opportunities for economic advancement are more equitably distributed within our community. Additionally, a diverse workforce that mirrors the community we serve.

With Bulldog Pride,



Kevin G. Walthers, Ph.D.

Superintendent/President

## DEFINITIONS

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

**ADVERSE IMPACT** means a disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures").

**DIVERSITY** means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.

**EQUAL EMPLOYMENT OPPORTUNITY (EEO)** means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves:

- (1) identifying and eliminating barriers to employment that are not job related, such as reliance on

preferred job qualifications that do not reasonably predict job performance;

- (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and

- (3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.

### **AN EQUAL EMPLOYMENT OPPORTUNITY PLAN**

**EEO PLAN** is a written document that describes a district's EEO program. A district's EEO plan shall include:

- 1) analysis of the district's work force; and

- 2) descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.

### **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.

**IN-HOUSE OR PROMOTIONAL ONLY** hiring means that only existing district employees are eligible for a position.

**JOB CATEGORIES** includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional,

skilled crafts, and service and maintenance.

**MONITORED GROUP** means the groups for which districts must provide demographic data pursuant to section 53004.

**PERSON WITH A DISABILITY** means any person who:

- (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities;

- (2) has a record of such an impairment; or

- (3) is regarded as having such an impairment.

A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

**REASONABLE ACCOMMODATION** means the efforts made by the district in compliance with Government Code section 12926.

**SCREENING OR SELECTION PROCEDURE"** means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including performance tests, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.

**UNDERREPRESENTED GROUP** means any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.

## POLICY STATEMENT

*Board Policy 3420 Equal Employment and Staff Diversity*

*Last Reviewed May 10, 2022*

The Board of Trustees of the Allan Hancock Joint Community College District recognizes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and creativity, while providing positive images for all students. The board commits the district to the active promotion of campus diversity, including recruitment and selection of qualified employees from a wide variety of backgrounds and equal employment opportunities in all aspects of employment, including assignments, promotions, and transfers. In addition, the Board of Trustees recognizes that to be effective, an equal employment opportunity plan must be developed, reviewed and adopted in compliance with Education Code and Title 5 requirements.

## DELEGATED RESPONSIBILITY AND AUTHORITY TO IMPLEMENT AND ENFORCE THE EEO PLAN

It is the goal of the 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. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

### Board of Trustees

The Board of Trustees 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:

Be developed in collaboration with the district's Equal Employment Opportunity Advisory Committee pursuant to 53005;

Be reviewed and adopted at a regular meeting of the governing board where it is agendaized as a separate action item, and not part of the consent agenda;

Cover a period of 3 years, after which a new or revised plan shall be adopted; and

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.

### Superintendent/President

The 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 Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Superintendent/President shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

### Equal Employment Opportunity Officer

The district has designated the Director of Human Resources as its Equal Employment Opportunity Officer who is 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, monitoring, and achieving

the goals of the Plan and for assuring compliance with the requirements of title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

### Diversity, Equity, Inclusion, Access/Equal Employment Opportunity (DEIA/EEO) Committee

The district has established the DEIA/EEO Committee to act as an advisory body to the equal employment opportunity officer and the district through the College Council to promote understanding and support of equal employment opportunity and diversity policies and procedures. The DEIA/EEO Committee shall assist in the development and 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.

### 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 of personnel is an agent of the district and is subject to all the requirements of this Plan.

### Good Faith Effort

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

## EEO ADVISORY COMMITTEE

The District has established the Diversity, Equity, Inclusion, Access, and Equal Employment Opportunity Committee ("DEIA/EEO Committee") to assist in the development, revision, and implementation of the Plan. The DEIA/EEO Committee assists the District in achieving understanding of and support equal employment opportunity and non-discrimination policies and procedures consistent with the purposes of the Plan.

The DEIA/EEO Committee is embedded in the districts shared governance structure and reports to the College Council, the chief shared governance body responsible for integrating strategic planning and resource allocation.

The specific responsibilities of the DEIA/EEO Committee include:

1. Review and advise on the district's EEO plan, monitor its progress, examine, review, identify barriers, and recommend changes to hiring policies and practices for all employee categories.
2. Develop, evaluate, and ensure the clear understanding and utilization of staff DEIA definitions, recommend and engage in in-service training on DEIA, and propose improvements for culturally and physiologically inclusive

learning and service spaces, while also recommending professional development opportunities for all campus groups.

3. Review and suggest revisions of services, employment policies, and other written and unwritten rules, policies, practices, and procedures affecting the district's diverse employee population, while also examining, reviewing, identifying barriers, and recommending practices and policies across all administrative and academic departments.

**MEETINGS:** The DEIA/EEO Committee is scheduled to meet every fourth Wednesday.

**COMPOSITION:** This committee shall be composed of a diverse membership. As a shared governance committee, the DEIA/EEO Committee is cochaired by one Academic Senate representative and one Administrator representative. Additionally, the Director of Human Resources or designee serves as an ex-officio member as the subject matter expert regarding Equal Employment Opportunity. The remaining membership is comprised of faculty, management, classified staff, and students who share a passion for diversity, equity, inclusion, access, and equal employment.

## THE PROCEDURE FOR FILING COMPLAINTS PURSUANT TO SECTION 53026

Complaints alleging violations of this subchapter may be filed against a district by any person using the procedures for employment-related complaints authorized by subchapter 5, commencing with section 59300.

### EEO and Unlawful Discrimination Complaints.

Pursuant to Title 5, Section 53993(c)(2), this component addresses two (2) sources of complaints: (a) those alleging violations of the equal employment opportunity regulations under Title 5, Section 53026; and (b) those alleging unlawful discrimination or sexual harassment under Title 5, Section 59300, with or without reference to equal employment opportunity violations. All such complaints shall be filed with the Chief Human Resources/EEO Officer, except those against the Chief Human Resources/EEO Officer, which shall be filed with the Superintendent/President.

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

The District is committed to the principles of equal employment opportunity and has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment regulations, as outlined in Title 5, Sections 53000 et seq., have been violated. All complaints shall contain the following: the name(s) of the individual(s) involved, the date(s) of the alleged violation(s), and a detailed description of the actions constituting the alleged violation(s).

All complaints must be filed as soon as possible after the occurrence of an alleged violation unless the violation is ongoing. Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being harassed or discriminated against, to file a complaint. The District also strongly

encourages the filing of such complaints within thirty (30) days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delaying filing impedes the District's ability to investigate and remediate.

A formal complaint alleging discrimination in employment must be filed within 180 days of the date of the alleged unlawful discrimination unless the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the initial 180 days.

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 opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such cases, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that previous reasonable, but unsuccessful, efforts were made to resolve the alleged violation at the District level using the process provided by Title 5, Section 53026. Guidelines for minimum conditions complaints are provided on the website of the Chancellor's Office at [www.cccco.edu](http://www.cccco.edu).

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. 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 Equal Employment

Opportunity Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

If a complaint filed under Title 5, Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5, Section 59300 et seq., and the District complaint procedure in AP3435 – Discrimination and Harassment Complaints and Investigations.

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

Complaints alleging unlawful discrimination or harassment follow the procedures set forth in Title 5, Section 59300 et seq., regardless of whether such complaints also include allegations of equal employment opportunity violations. The District has adopted policies and procedures for complaints alleging unlawful discrimination or harassment, or Title IX violations. These policies can be located using the following links:

[BP/AP 3435 Discrimination and harassment Complaints and Investigations](#)

[BP/AP 3430 Prohibition of Harassment](#)

[BP/AP 3433 Prohibition of Sexual Harassment Under Title IX](#)

[AP 3434 Responding to Harassment Based on Sex Under Title IX](#)

**THE PROCESS FOR NOTIFYING ALL DISTRICT EMPLOYEES OF THE PROVISIONS OF THE EEO PLAN AND DISTRICT POLICY STATEMENT**

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of district's Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be electronically posted on the employees' MyHancock portal page and District website. The Plan and subsequent revisions will be distributed to the district's Board of Trustees, the Superintendent/President, administrators, the academic and classified leadership, union representatives and members of the DEI/EEO Committee. The Plan will be available on the district's website, and when appropriate, may be distributed via e-mail.

Each year, the district will provide all employees with a copy of the board's Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the district's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the district. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the Plan's implementation and reference to the district's website where a printable version of the Plan is accessible.

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

Any organization or individual, whether an employee of the District, who is involved in the recruitment and screening/selection of personnel, shall receive appropriate training. Hiring committee training shall include:

- Requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.);
- Requirements of federal and state nondiscrimination laws;
- Requirements of the District's Equal Employment Opportunity Plan;
- District's policies on nondiscrimination, recruitment, and hiring;
- Educational benefits of workforce diversity;
- Elimination of bias in hiring decisions
- Best practices of selection and/or screening committees.

This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Office of Human Resources is responsible for providing and tracking completion of the required training. Any individual, whether an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan. Training provided to those serving in a hiring capacity is regularly updated and must be completed annually.

Additionally, per District policy and as required by Title 5 section 53024(e), screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants.

**THE PROCESS FOR PROVIDING ANNUAL WRITTEN NOTICE TO COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS**

The Chief Human Resources Officer or Designee will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations how they can access or obtain a copy of the Plan and shall solicit their assistance in identifying qualified candidates. The notice will include the EEO Policy Statement and an Internet link to the Plan. The notice will also include the Internet address where the District advertises its job openings and contact information to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. The Director will maintain a list of organizations which will receive this notice. Written notice may include mailings and electronic communications. A list of organizations which will receive this notice is attached to this Plan. These organizations are typically identified as non-profit community partners, other organizations, and agencies with an interest in Allan Hancock College's hiring practices and job vacancies. This may be revised from time to time as interest changes or as additional outreach needs are identified.

## A PROCESS FOR GATHERING INFORMATION AND PERIODIC LONGITUDINAL ANALYSIS OF THE DISTRICT'S EMPLOYEES AND APPLICANTS

The Allan Hancock College Offices of Human Resources and Institutional Effectiveness collect the District's employee and student demographic data. The Office of Human Resources monitors applicant pools for employment on an ongoing basis to evaluate the District's progress in implementing its current Plan, and to provide data needed for the analysis and responsive goalsetting or adjustments to District hiring practices as appropriate. For purposes of the workforce analysis, individuals are afforded the opportunity to voluntarily identify their gender (including non-binary options), ethnic group identification and, if applicable, their disabilities and whether they are a veteran of the military at the time of their submission of an application for employment. Persons may self-designate as many ethnicities as they deem appropriate. Those people identified as having a disability are not required to disclose the nature of the disability for purposes of statistical analysis. This demographic information is kept confidential and is separated from the applications that are forwarded to the screening/ interview committee and hiring administrator(s).

As shown in the reports, the totals are represented by the number and/or percentage of employees within the monitored groups of the District as a whole. The descriptors of the ethnicity categories themselves are derived from federal and state reporting requirements, which require the District to categorize the data in accordance to the identities established for purposes of assessing demographic data and EEO compliance by entities who receive state or federal funds and/or which are considered contracting entities with the government. As such, the descriptors of the racial and ethnic identities used by the District for purposes of completing the statistical analysis to comply with federal requirements are broad.

The District's Plan will be reviewed annually and, if necessary, revised based on an analysis of the ethnic group identification and gender (or sex) composition of existing employees and of those who have applied for employment in each of the following identified EEO-6 job categories:

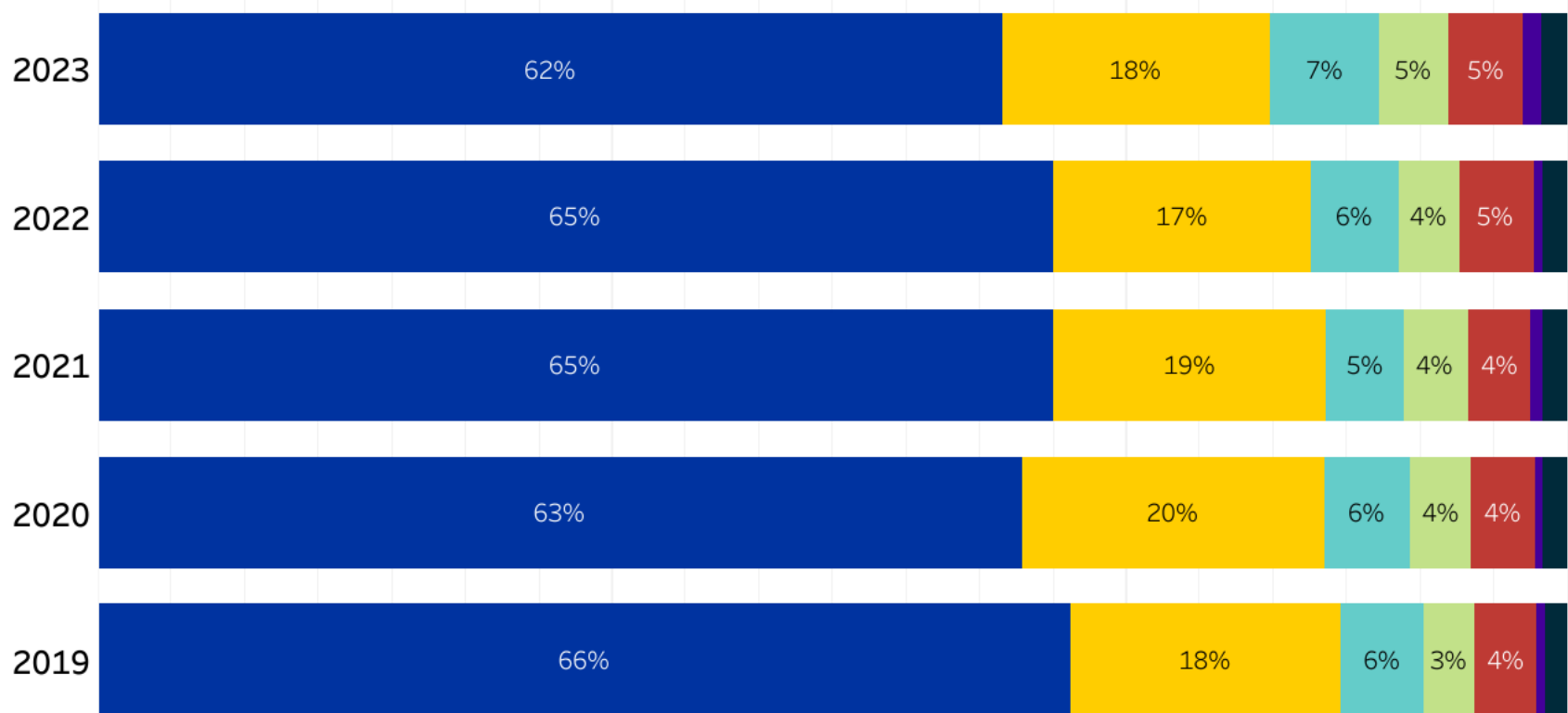
1. Executive/Administrative/Managerial
2. Faculty
3. Professional Non-faculty
4. Secretarial/Clerical
5. Technical and Paraprofessional
6. Skilled Crafts
7. Service and Maintenance

Data analysis was conducted using two data sources. The first source is the Management Information Systems (MIS) for the California Community college system. This data source is comprised of information reported to the Chancellor's office. For the purposes of this report, the workforce data is of fall 2023 as that was the latest term reported. Data has been disaggregated by ethnicity, gender, and employment classification.

The District's DEIA/EEO Committee will review the format of the Plan itself and make structural revisions as necessary to benchmark current metrics and relevant strategies more effectively in hiring processes. By making this data more readily available, relevant stakeholder will be able to evaluate possible changes more easily in recruitment strategies to improve hiring processes, employee retention and service to the diverse population of students the District serves.

# EMPLOYEE DATA

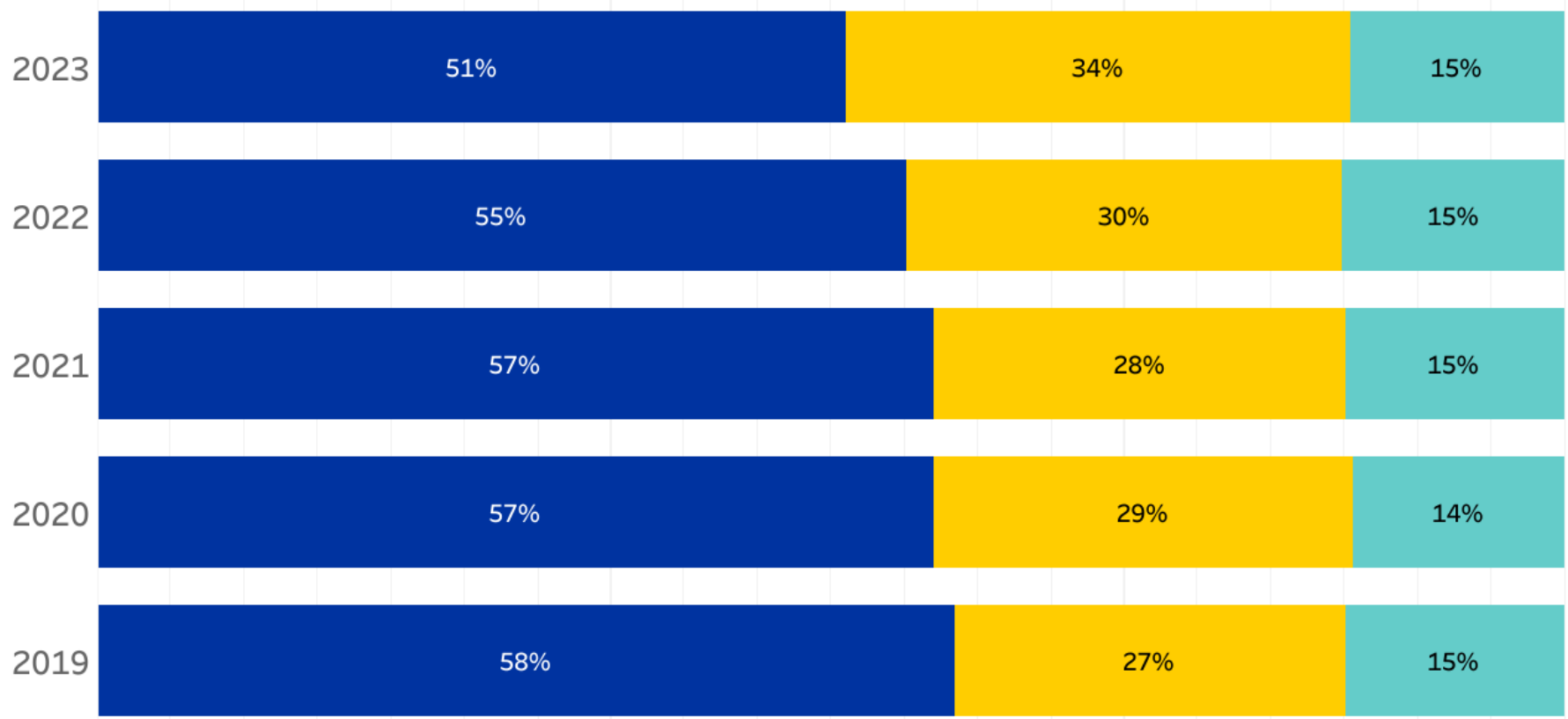
## Race by EEO-6 Job Category (2019-2023)



■ Faculty     
 ■ Clerical / secretarial     
 ■ Service / maintenance     
 ■ Skilled crafts  
■ Technical / paraprofessional     
 ■ Executive, administrative, and mana...     
 ■ Professional

	2019		2020		2021		2022		2023	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Professional	5	1%	4	0%	7	1%	6	1%	10	1%
Skilled crafts	14	2%	14	2%	15	2%	14	2%	15	2%
Executive, administrative, and managerial	32	3%	35	4%	39	4%	36	4%	40	5%
Service / maintenance	39	4%	37	4%	38	4%	43	5%	43	5%
Clerical / secretarial	52	6%	49	6%	47	5%	52	6%	62	7%
Technical / paraprofessional	169	18%	172	20%	166	19%	151	17%	154	18%
Faculty	608	66%	529	63%	581	65%	563	65%	519	62%
<b>Grand Total</b>	<b>919</b>	<b>100%</b>	<b>840</b>	<b>100%</b>	<b>893</b>	<b>100%</b>	<b>865</b>	<b>100%</b>	<b>843</b>	<b>100%</b>

## Longitudinal Employee Data – Race (All EEO-6 Job Categories)



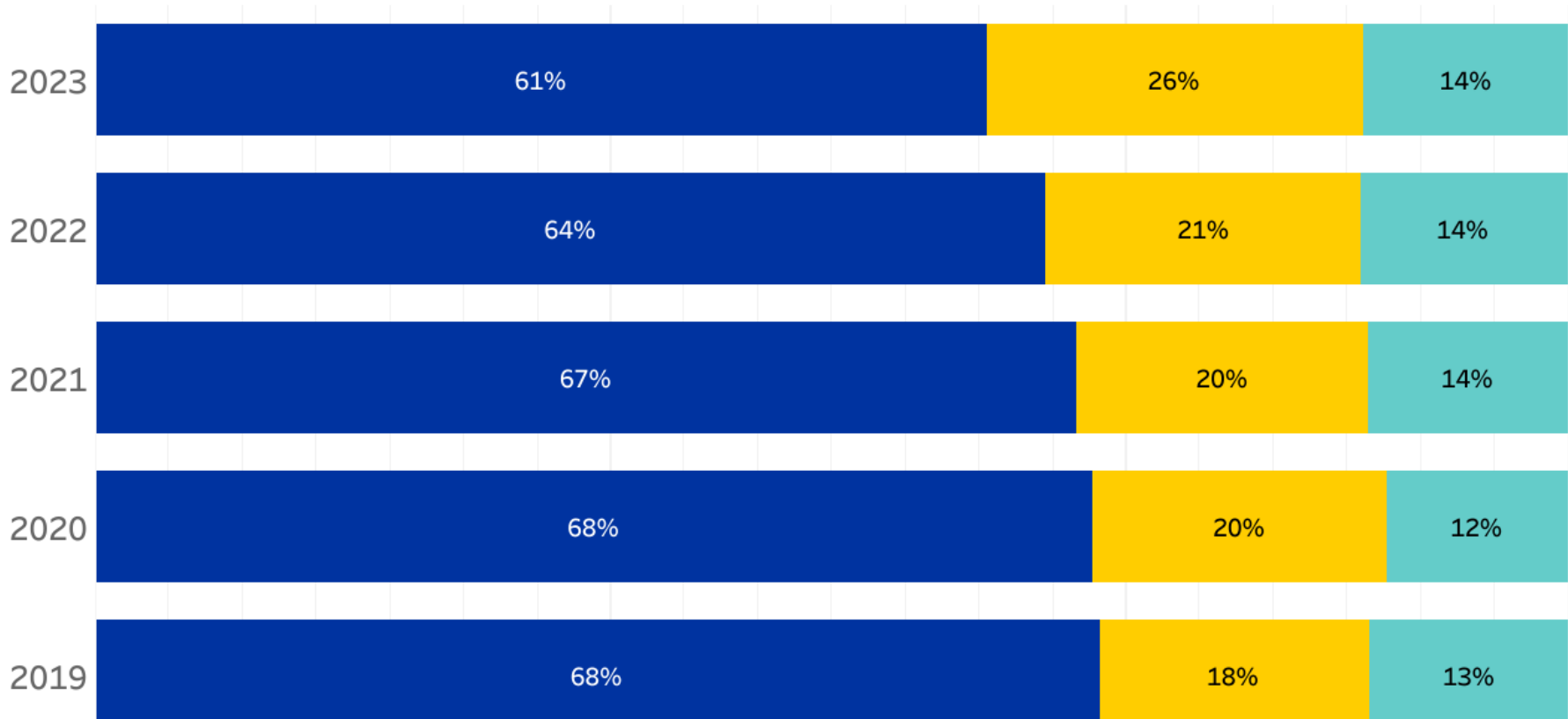
■ White    
 ■ Latinx    
 ■ Other

	2019		2020		2021		2022		2023	
	Headcount	% of Total Race	Headcount	% of Total Race	Headcount	% of Total Race	Headcount	% of Total Race	Headcount	% of Total Race
White	537	58%	479	57%	509	57%	477	55%	430	51%
Latinx	245	27%	240	29%	251	28%	257	30%	290	34%
Not reported	73	8%	63	8%	66	7%	59	7%	57	7%
Asian	28	3%	25	3%	24	3%	28	3%	23	3%
Two or more	16	2%	13	2%	15	2%	17	2%	17	2%
Black	13	1%	12	1%	19	2%	17	2%	15	2%
Native Hawaiian or Other Pacific Islander	5	1%	5	1%	7	1%	5	1%	6	1%
American Indian or Alaska Native	2	0%	3	0%	2	0%	5	1%	5	1%
<b>Grand Total</b>	<b>919</b>	<b>100%</b>	<b>840</b>	<b>100%</b>	<b>893</b>	<b>100%</b>	<b>865</b>	<b>100%</b>	<b>843</b>	<b>100%</b>

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## Longitudinal Employee Data – Race (EEO-6 Faculty\*)



■ White    
 ■ Latinx    
 ■ Other

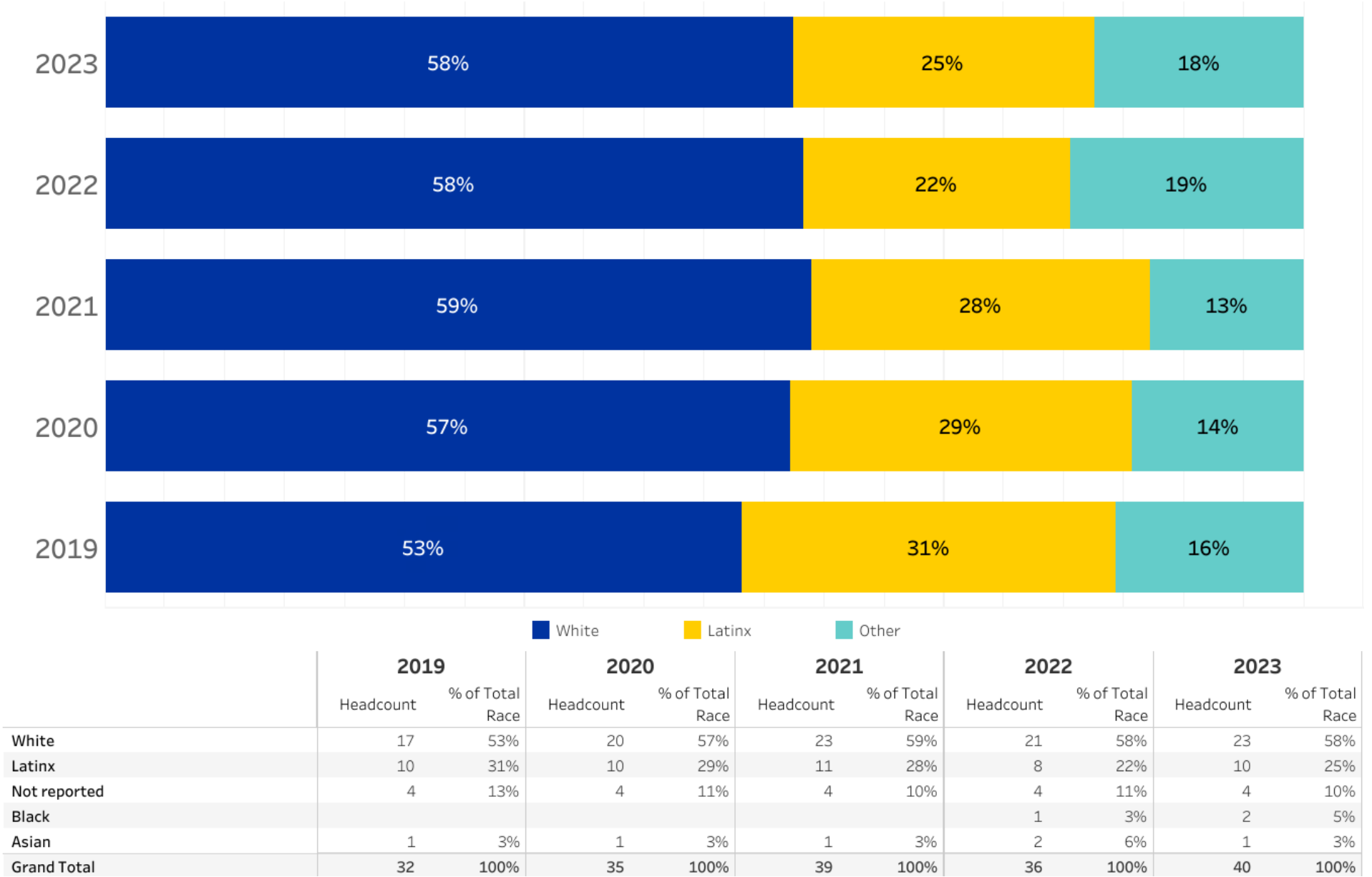
	2019		2020		2021		2022		2023	
	Headcount	% of Total Race	Headcount	% of Total Race	Headcount	% of Total Race	Headcount	% of Total Race	Headcount	% of Total Race
White	415	68%	358	68%	387	67%	363	64%	314	61%
Latinx	111	18%	106	20%	115	20%	121	21%	133	26%
Not reported	30	5%	23	4%	29	5%	27	5%	27	5%
Asian	20	3%	15	3%	15	3%	19	3%	16	3%
Two or more	16	3%	12	2%	14	2%	14	2%	13	3%
Black	10	2%	8	2%	14	2%	11	2%	8	2%
American Indian or Alaska Native	2	0%	3	1%	2	0%	5	1%	5	1%
Native Hawaiian or Other Pacific Islander	4	1%	4	1%	5	1%	3	1%	3	1%
<b>Grand Total</b>	<b>608</b>	<b>100%</b>	<b>529</b>	<b>100%</b>	<b>581</b>	<b>100%</b>	<b>563</b>	<b>100%</b>	<b>519</b>	<b>100%</b>

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### Longitudinal Employee Data – Race (EEO-6 Exec/Admin/Mgmt)



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### Longitudinal Employee Data – Race (EEO-6 Staff Classifications)

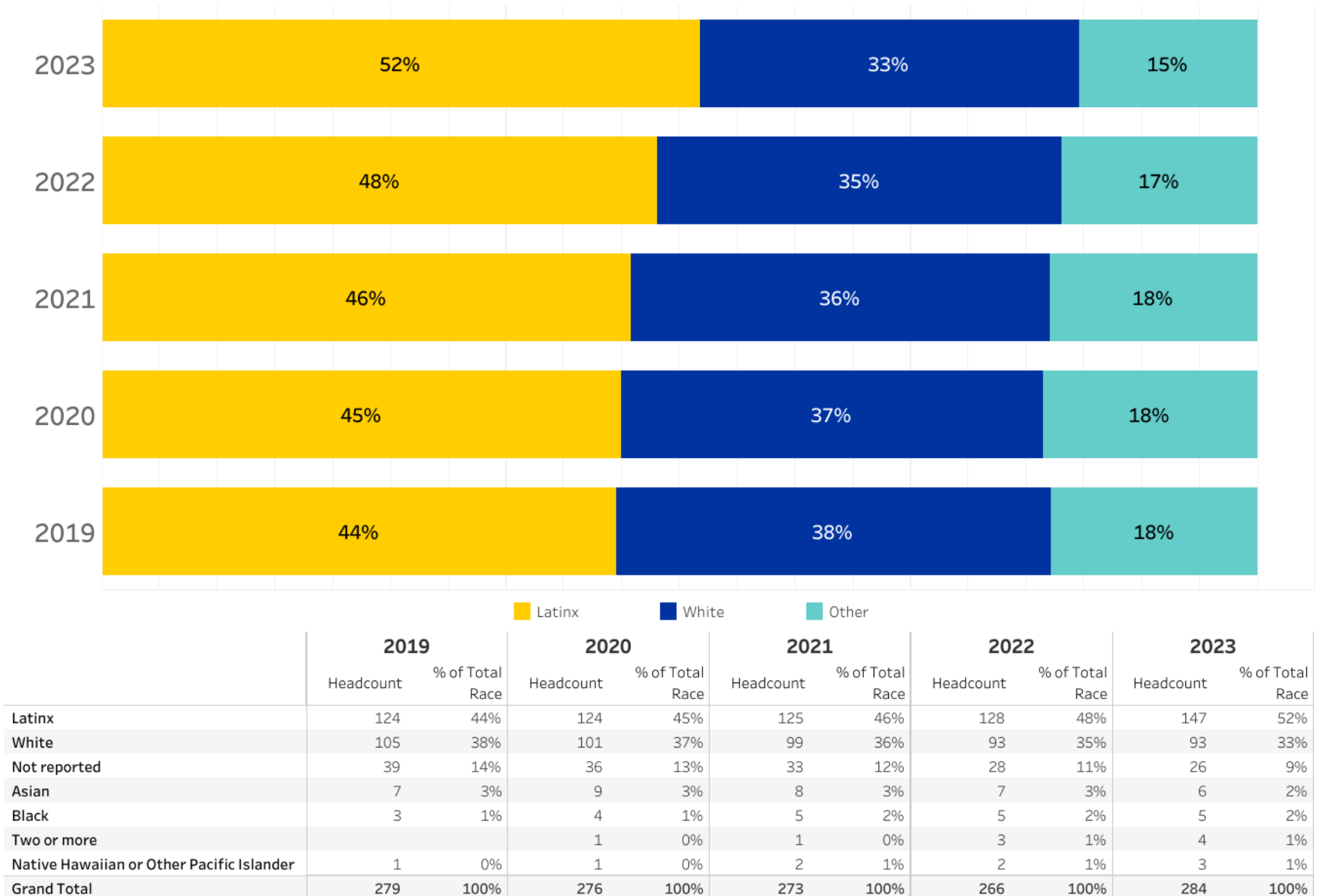
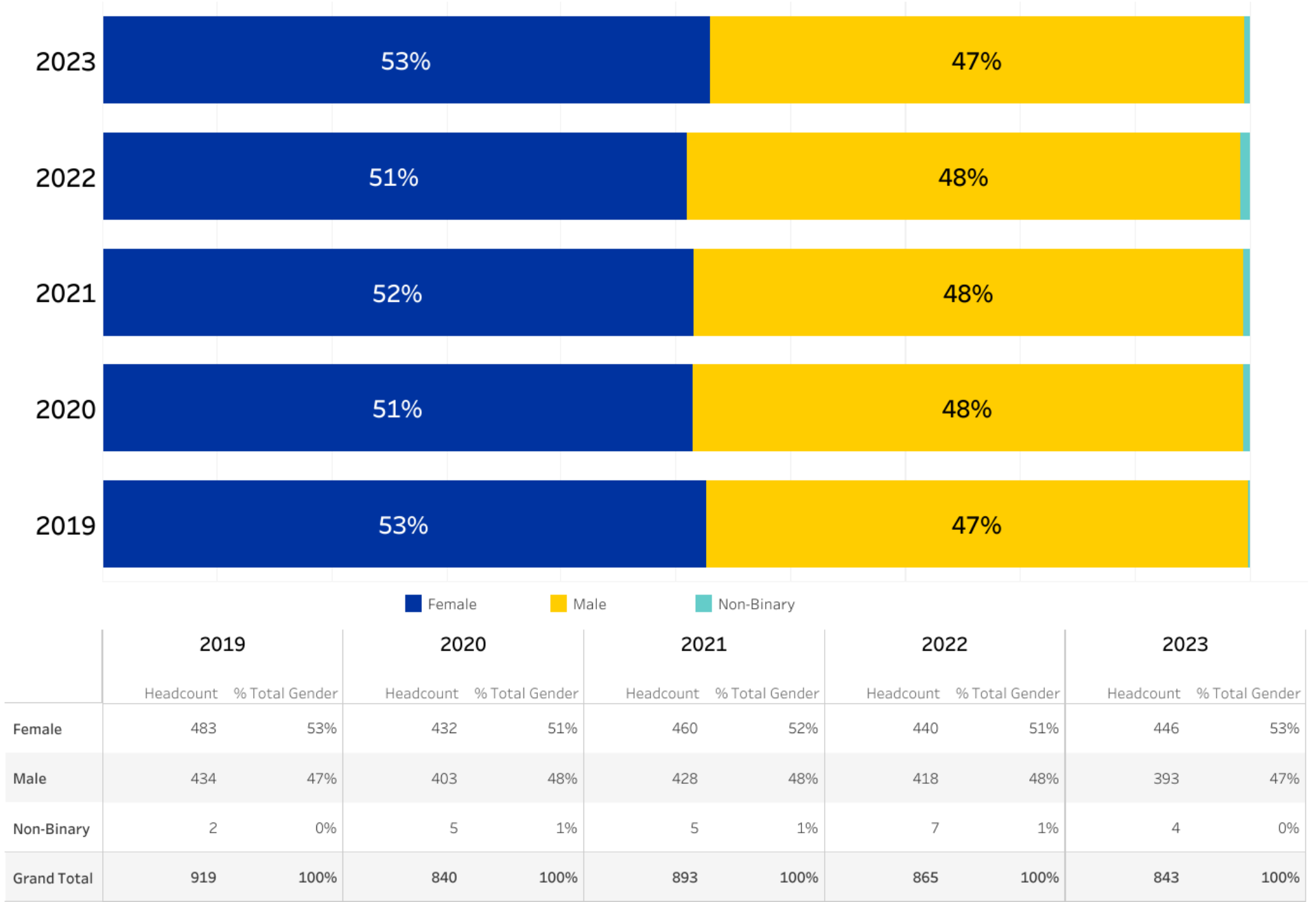


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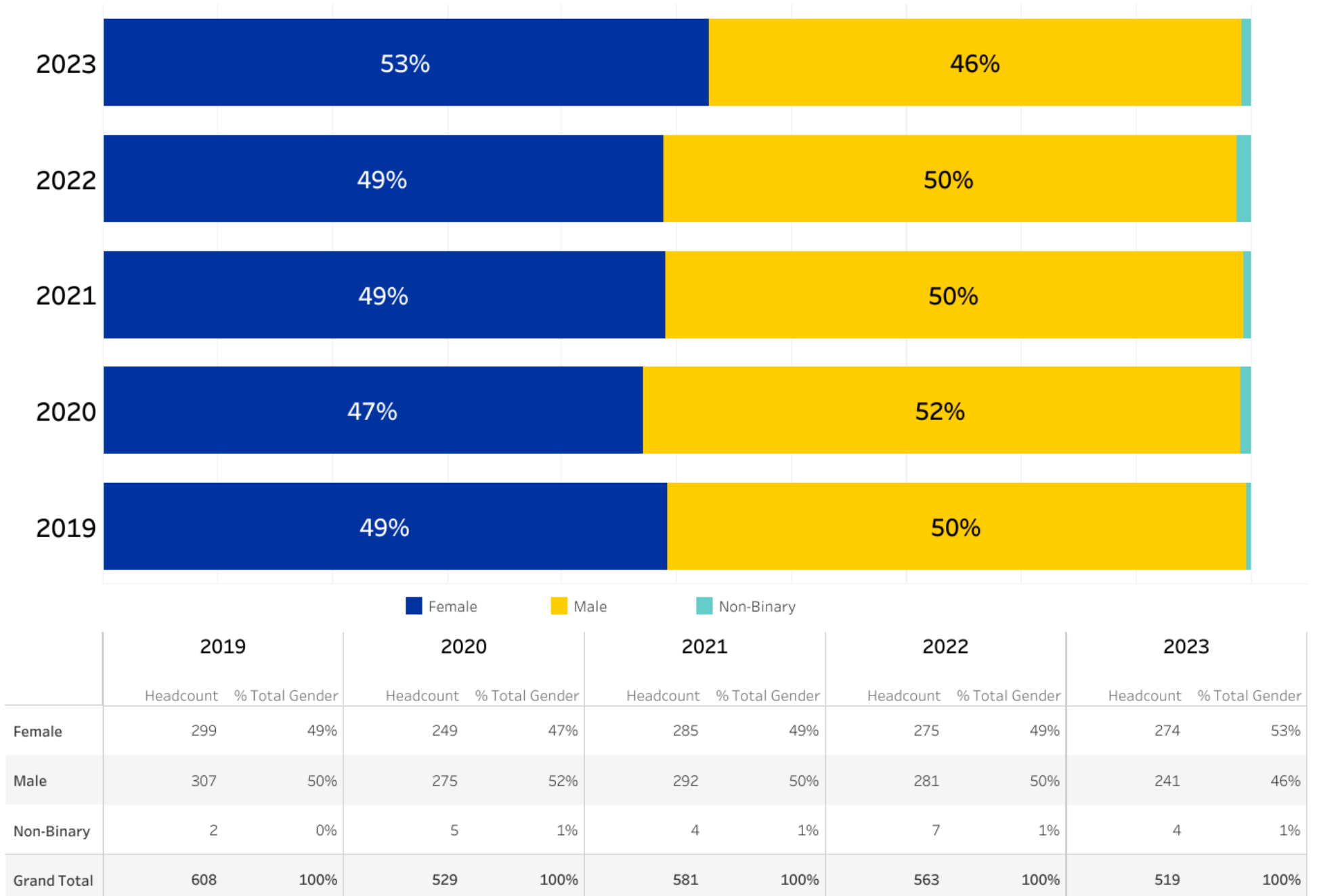
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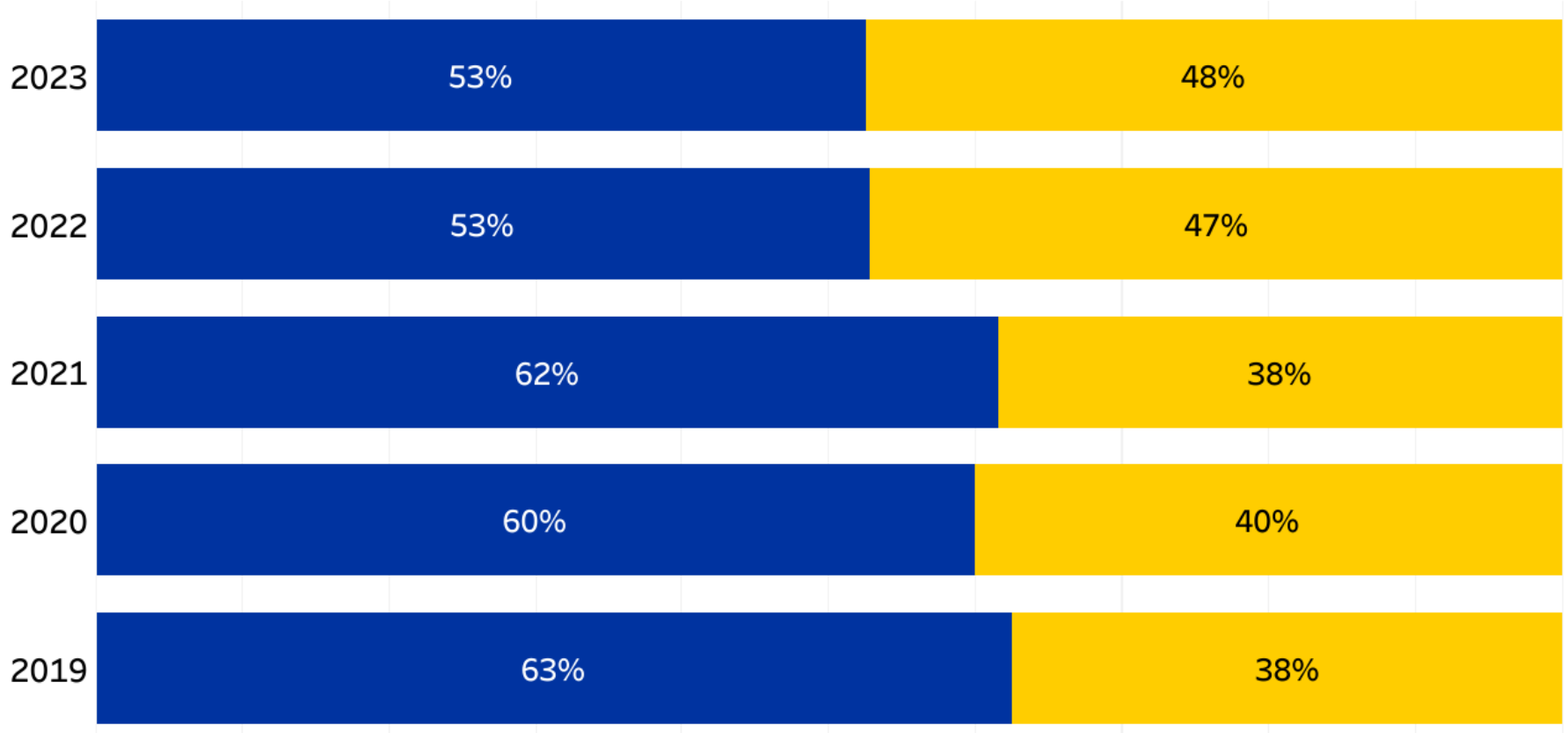
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### Longitudinal Employee Data – Gender (EEO-6 Exec/Admin/Mgmt.)

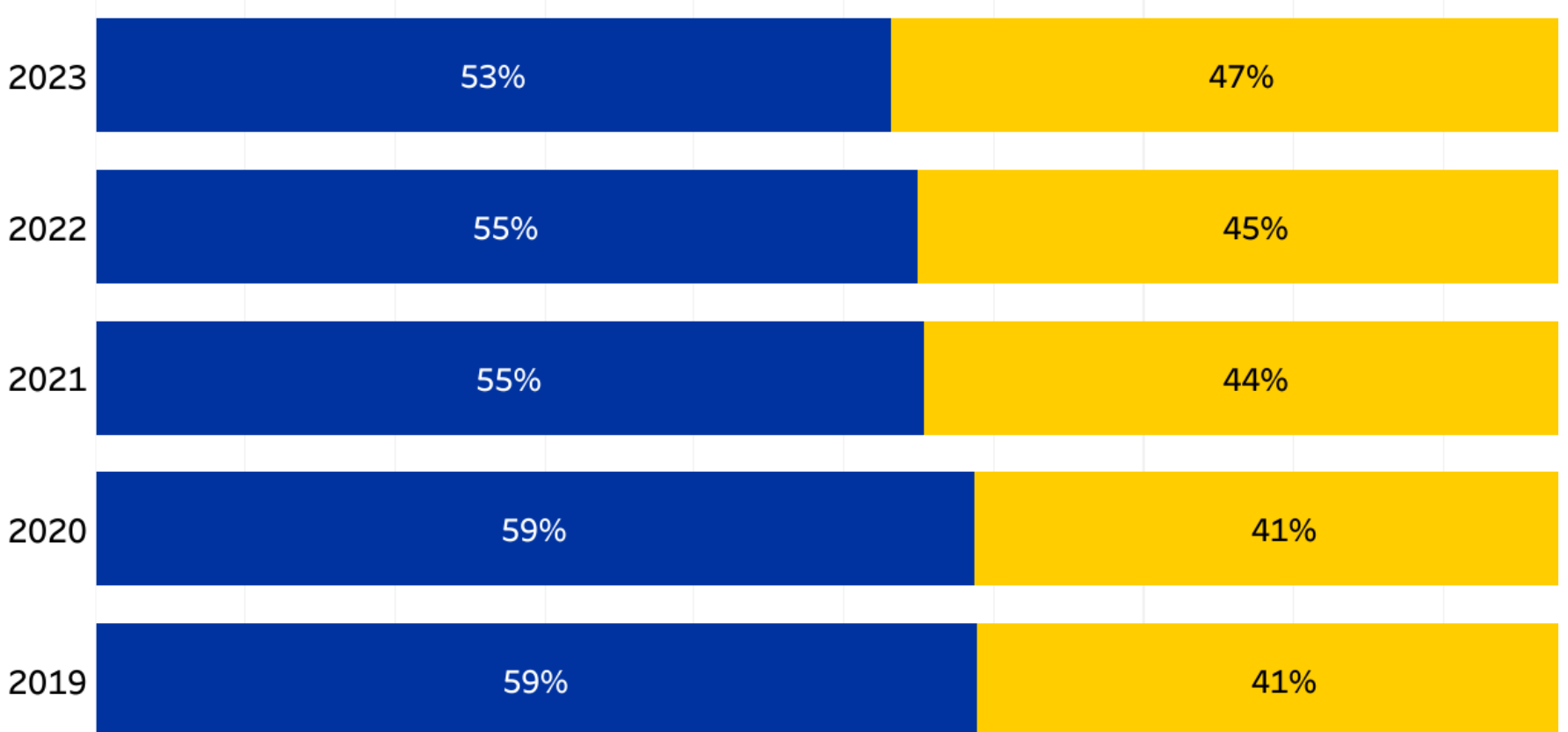


Female Male

	2019		2020		2021		2022		2023	
	Headcount	% Total Gender	Headcount	% Total Gender	Headcount	% Total Gender	Headcount	% Total Gender	Headcount	% Total Gender
Female	20	63%	21	60%	24	62%	19	53%	21	53%
Male	12	38%	14	40%	15	38%	17	47%	19	48%
Grand Total	32	100%	35	100%	39	100%	36	100%	40	100%

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### Longitudinal Employee Data – Gender (EEO-6 Staff Positions)

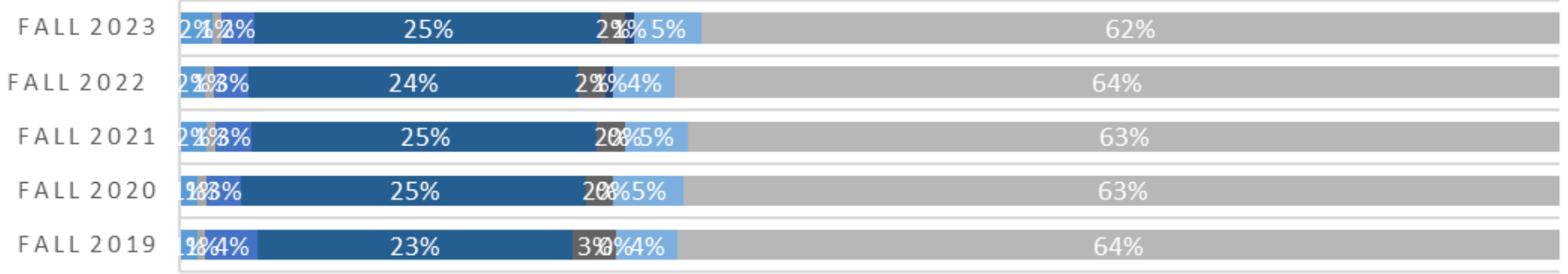
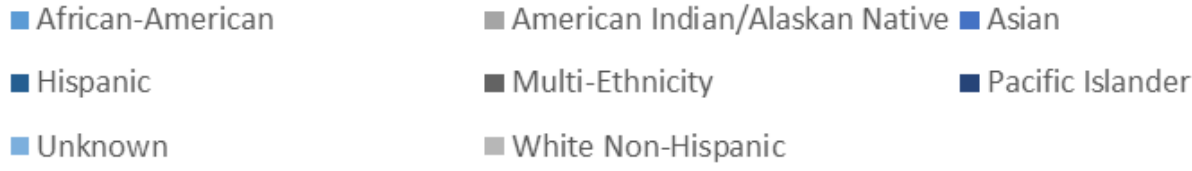


Female Male Non-Binary

	2019		2020		2021		2022		2023	
	Headcount	% Total Gender	Headcount	% Total Gender	Headcount	% Total Gender	Headcount	% Total Gender	Headcount	% Total Gender
Female	164	59%	162	59%	151	55%	146	55%	151	53%
Male	115	41%	114	41%	121	44%	120	45%	133	47%
Non-Binary					1	0%				
Grand Total	279	100%	276	100%	273	100%	266	100%	284	100%

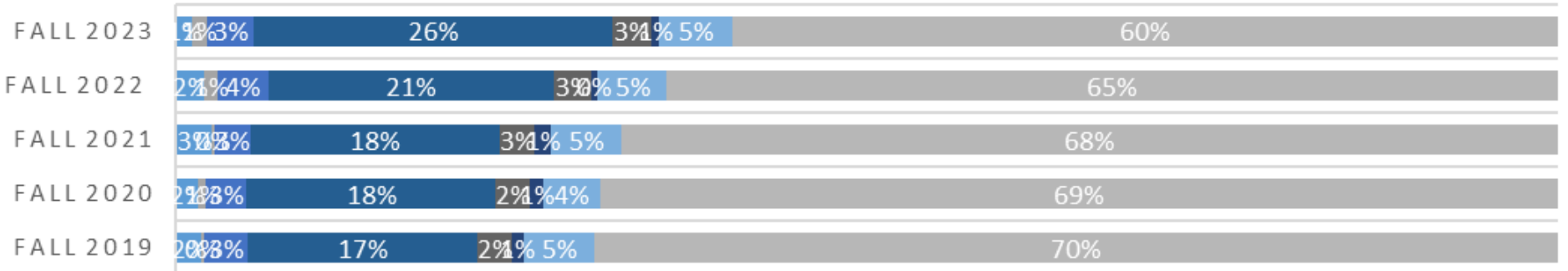
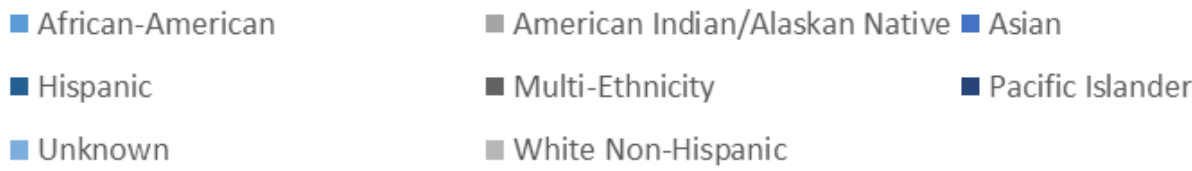
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### ACADEMIC, TENURED/TENURE TRACK



	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
African-American	1%	1%	2%	2%	2%
American Indian/Alaskan Native	1%	1%	1%	1%	1%
Asian	4%	3%	3%	3%	2%
Hispanic	23%	25%	25%	24%	25%
Multi-Ethnicity	3%	2%	2%	2%	2%
Pacific Islander	0%	0%	0%	1%	1%
Unknown	4%	5%	5%	4%	5%
White Non-Hispanic	64%	63%	63%	64%	62%

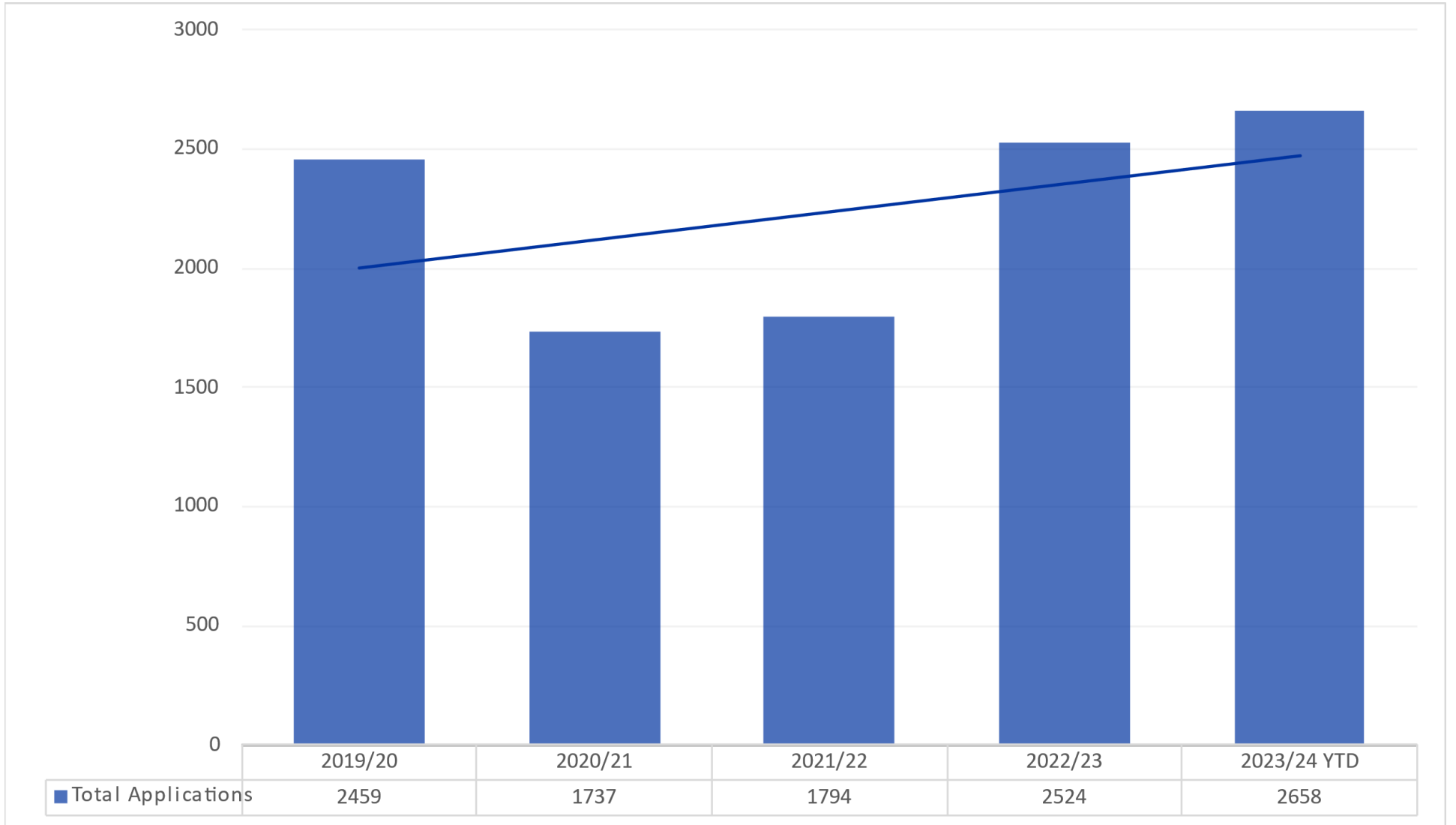
### ACADEMIC, TEMPORARY



	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
African-American	2%	2%	3%	2%	1%
American Indian/Alaskan Native	0%	1%	0%	1%	1%
Asian	3%	3%	3%	4%	3%
Hispanic	17%	18%	18%	21%	26%
Multi-Ethnicity	2%	2%	3%	3%	3%
Pacific Islander	1%	1%	1%	0%	1%
Unknown	5%	4%	5%	5%	5%
White Non-Hispanic	70%	69%	68%	65%	60%

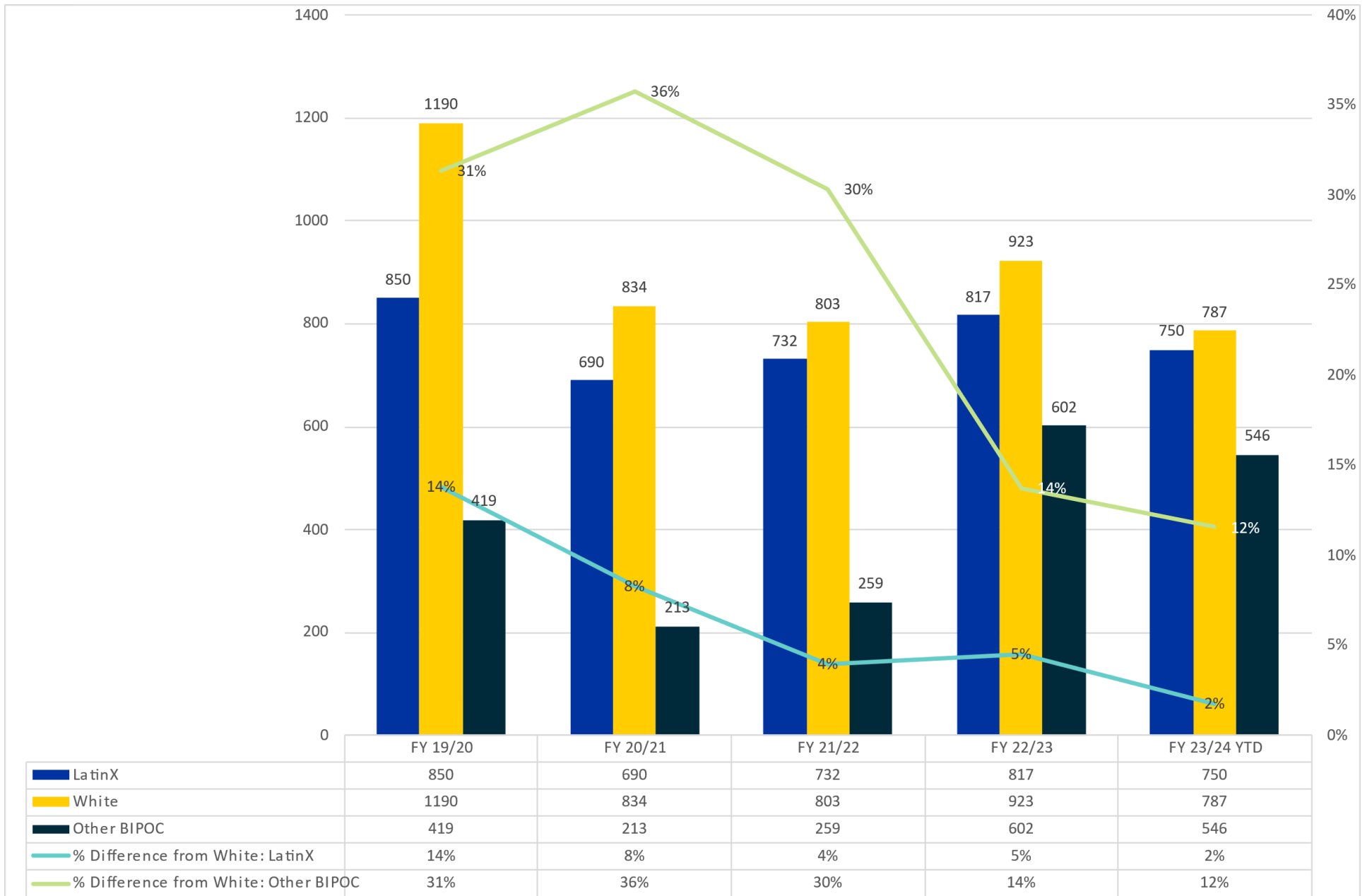
# APPLICANT DATA

## Longitudinal Applicant Data (Total Apps)

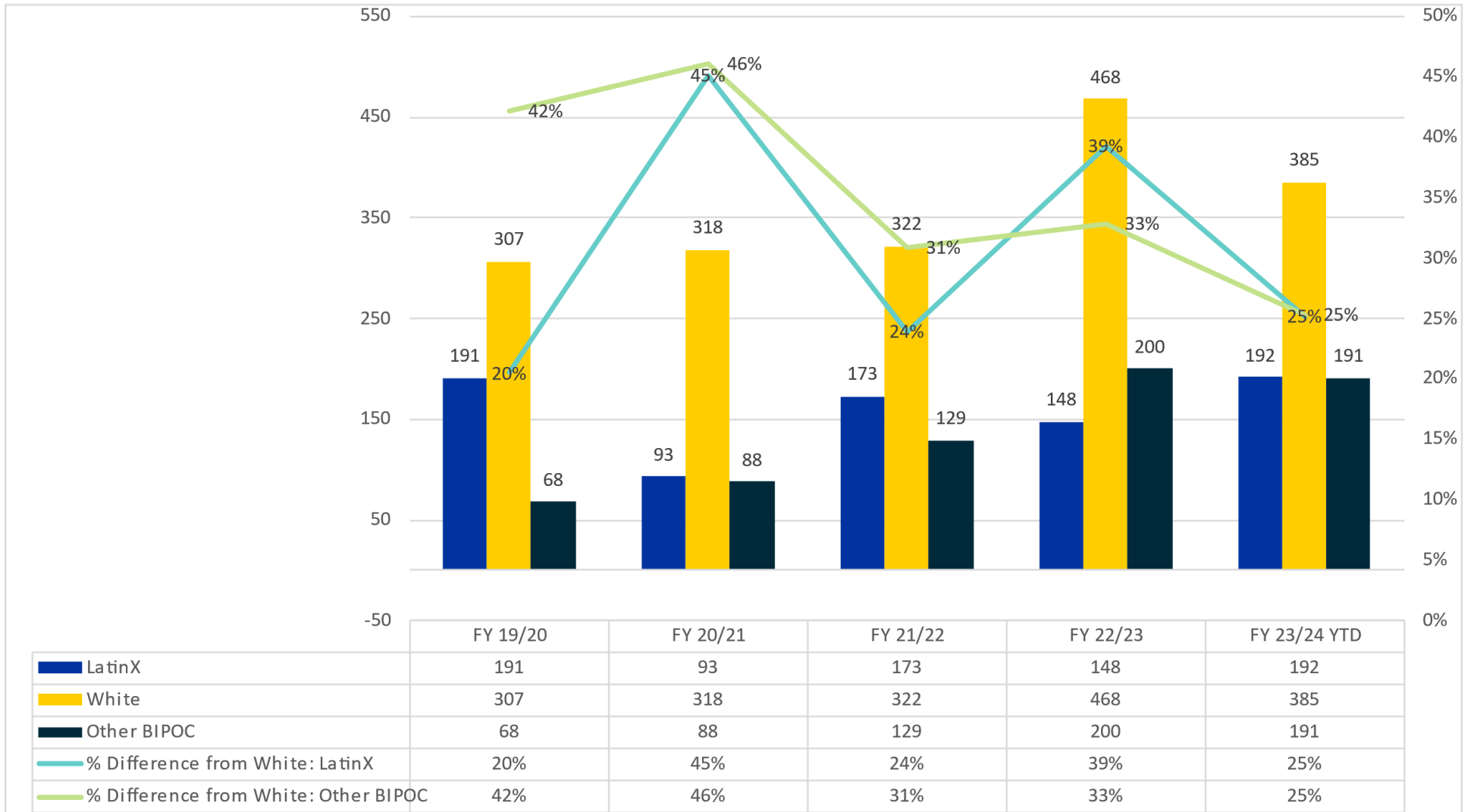


The above information includes applicants who did not self-identify whereas the remaining longitudinal applicant data disaggregated by race does not include applicants who did not self-identify.

## Longitudinal Applicant Data (Total Apps by Ethnicity)

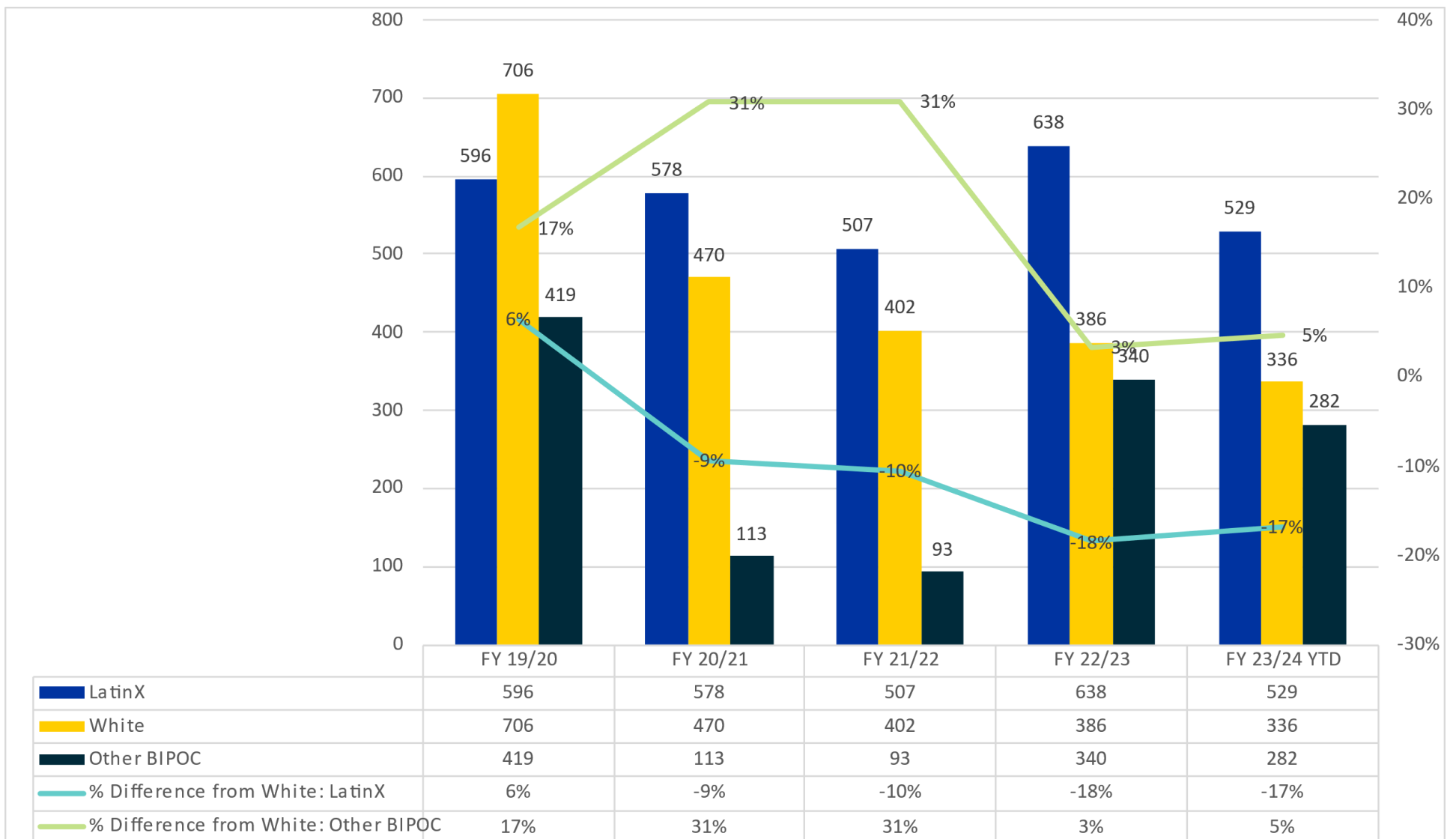


### Longitudinal Applicant Data (Faculty Apps by Ethnicity) \*

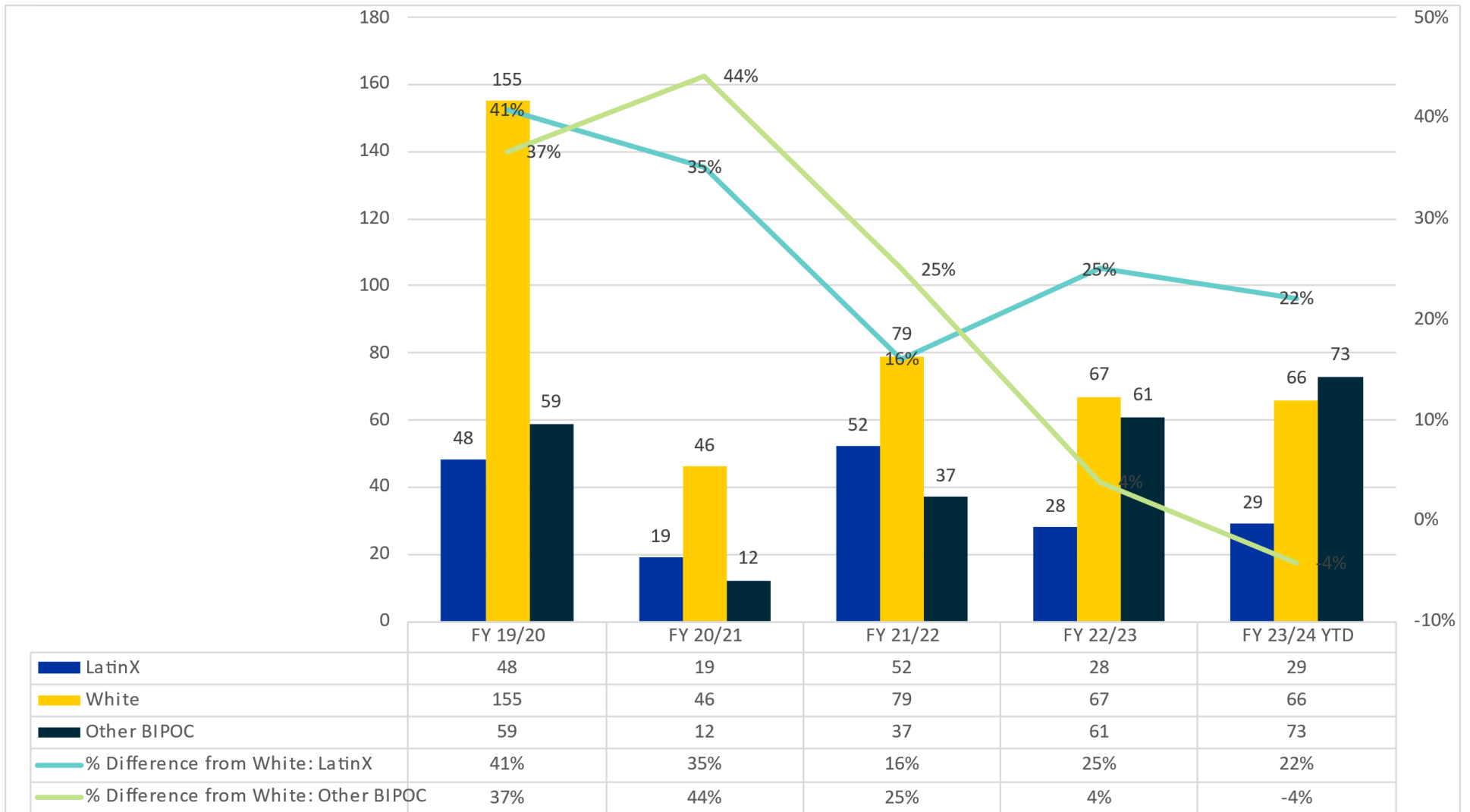


\*Includes full and part-time faculty.

### Longitudinal Applicant Data (Classified Staff Apps by Ethnicity)



### Longitudinal Applicant Data (Administrator Apps by Ethnicity)



### Disaggregated BIPOC Applicant Data

Other BIPOC 2022-23 (Disaggregated)				
Ethnicity	Administration	Classified	Faculty	TOTAL
American Indian or Alaskan Native	3	11	1	15
Asian	10	70	77	157
Black or African American	33	38	37	108
Native Hawaiian or Other Pacific Islander	0	13	2	15
Two or more races	15	209	83	307
<b>Total</b>				<b>602</b>

\* 152 Applicants did not disclose ethnicity data.

Other BIPOC 2023-24 YTD (Disaggregated)				
Ethnicity	Administration	Classified	Faculty	Total
American Indian or Alaskan Native	0	4	5	9
Asian	13	94	51	158
Black or African American	45	29	40	114
Native Hawaiian or Other Pacific Islander	2	9	3	14
Two or more races	13	146	92	251
<b>Total</b>				<b>546</b>

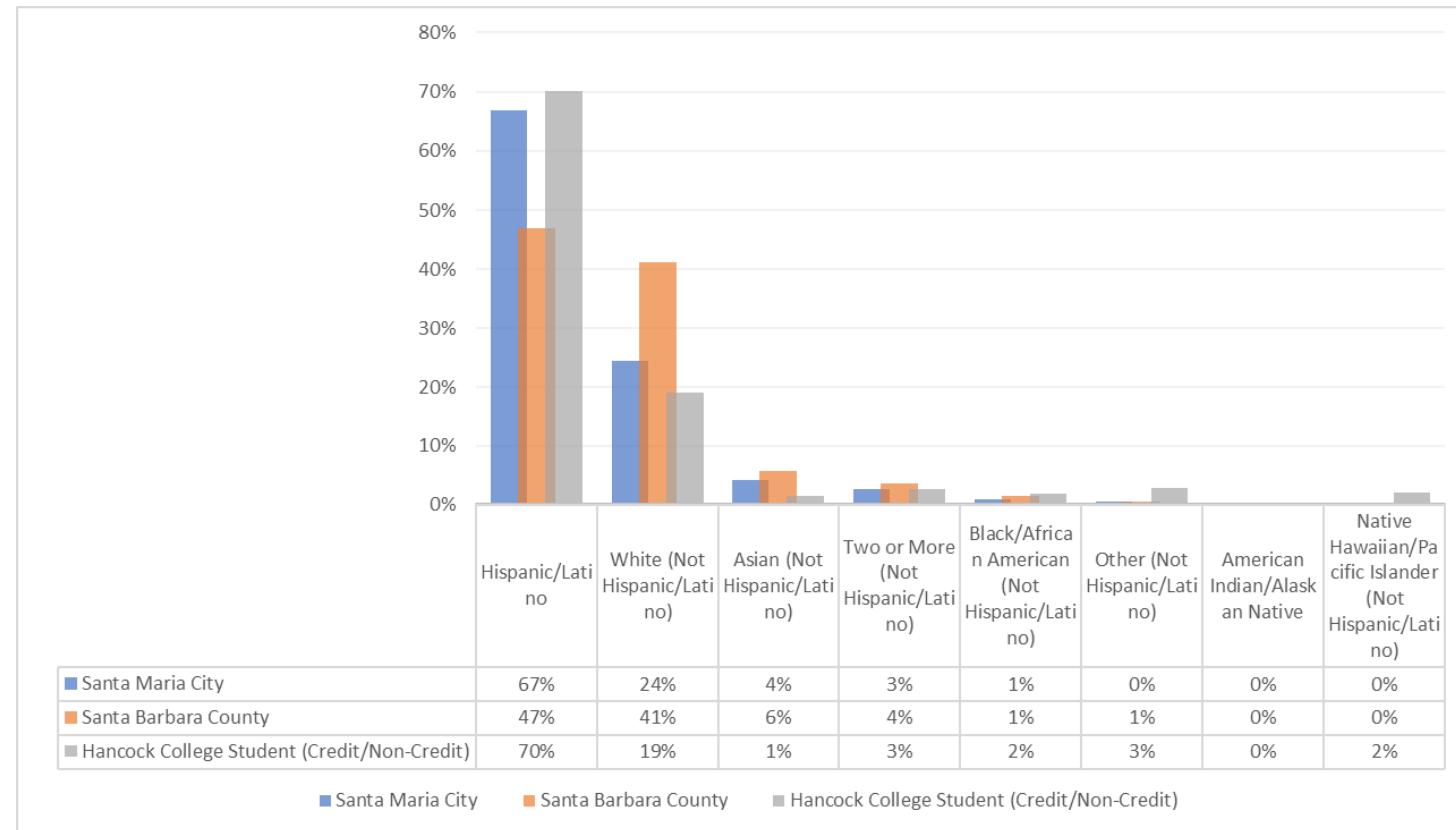
\* 161 Applicants did not disclose ethnicity data.

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

The District shall conduct longitudinal data analyses of district employment trends.

The Districts shall assess the information gathered pursuant to section 53003, subdivision(c), to identify and determine the cause of any underrepresentation, of monitored groups across all phases of the employment process, including recruitment to applicant pools, hiring, retention, and promotion. Where a district determines that significant underrepresentation or adverse impact of one or more monitored groups in recruitment may be the result of non-job-related factors, it shall implement additional strategies in its EEO plan designed to mitigate promptly the underrepresentation or adverse impact.

### LOCAL DEMOGRAPHIC DATA



Source: 2020 Decennial Census Data – US Census Bureau

Allan Hancock College serves a predominantly Hispanic/Latino population in Northern Santa Barbara County, with the Hispanic/Latino population at 23 percentage points above the Hispanic/Latino population in greater Santa Barbara County according to the 2020 Decennial Census Data; just slightly higher than Santa Maria City data. Reviewing the longitudinal data provided in plan component ten (10), though consistently improving over time, the college has not reached a point where the demographics of the institution mirror the demographics of the local community it serves. A closer review reveals classified staff has the highest percentage of Hispanic/Latino employees at 48%, while administration and faculty represent the lowest percentages of Latinx individuals at 22% and 21% respectively. However, to fully understand whether underrepresentation exists in the District's workforce, an availability study must be analyzed.

### AVAILABILITY/UNDERUTILIZATION ANALYSIS

Source	LatinX	LatinX Availability	White (Not Latinx)	White Availability	Other (Not LatinX)	Other Availability	Total BIPOC	Total BIPOC Availability	Assigned Weight
California Census Data	39.0%	7.8%	35.0%	7.0%	26.0%	5.2%	65%	13%	20.0%
Hancock Student Demographics	70.1%	17.5%	19.1%	4.8%	10.9%	2.7%	81%	20%	25.0%
Census EEO - Post Secondary Teachers (CA)	12.4%	2.5%	61.9%	12.4%	25.7%	5.1%	38%	8%	20.0%
IPEDS - Master's Degrees United States	12.4%	4.3%	57.8%	20.2%	29.8%	10.4%	42%	15%	35.0%
		<b>32.1%</b>		<b>44.4%</b>		<b>23.5%</b>		<b>56%</b>	<b>100.0%</b>

Race	Total Emps	Total Emp Race	% of Race	Availability	Expected	80% Rule	Underrepresented	SF @ 100	SF @ 80
White	159	102	64.2%	44.4%	71	144.5%	NO	-31	-45.53
LatinX	159	38	23.9%	32.1%	51	74.4%	YES	13	2.87
Other	159	19	11.9%	23.5%	37	50.9%	YES	18	10.89
Total BIPOC	159	57	35.8%	55.6%	88	64.4%	NO	31	13.76

Source	LatinX	LatinX Availability	White (Not Latinx)	White Availability	Other (Not LatinX)	Other Availability	Total BIPOC	Total BIPOC Availability	Assigned Weight
Santa Maria City	66.8%	16.7%	24.4%	6.1%	8.9%	2.2%	76%	19%	25.0%
Hancock Student	70.1%	17.5%	19.1%	4.8%	10.9%	2.7%	81%	20%	25.0%
Local EEO-1 Classified Job Categories	45.7%	13.7%	44.7%	13.4%	9.5%	2.9%	55%	17%	30.0%
Santa Barbara County	47.0%	9.4%	41.2%	8.2%	11.8%	2.4%	59%	12%	20.0%
		<b>57.3%</b>		<b>32.5%</b>		<b>10.2%</b>		<b>67%</b>	<b>100.0%</b>

Race	Total Emps	Total Emp Race	% of Race	Availability	Expected	80% Rule	Underrepresented	SF @ 100	SF @ 80
White	266	93	35.0%	32.5%	87	107.5%	NO	-6	-23.76
LatinX	266	128	48.1%	57.3%	152	83.9%	NO	24	-6.02
Other	266	45	16.9%	10.2%	27	166.5%	NO	-18	-23.38
Total BIPOC	266	173	65.0%	67.5%	180	96.4%	NO	7	-29.40

Source	LatinX	LatinX Availability	White (Not Latinx)	White Availability	Other (Not LatinX)	Other Availability	Total BIPOC	Total BIPOC Availability	Assigned Weight
California	39.0%	7.8%	35.0%	7.0%	26.0%	5.2%	65%	13%	20.0%
Hancock Student	70.1%	17.5%	19.1%	4.8%	10.9%	2.7%	81%	20%	25.0%
Census EEO - Education Administrators (CA)	23.8%	6.0%	55.2%	13.8%	21.0%	5.3%	45%	11%	25.0%
IPEDS - Master's Degrees United States	12.4%	3.7%	57.8%	17.3%	29.8%	8.9%	42%	13%	30.0%
		<b>35.0%</b>		<b>42.9%</b>		<b>22.1%</b>		<b>57%</b>	<b>100.0%</b>

Race	Total Emps	Total Emp Race	% of Race	Availability	Expected	80% Rule	Underrepresented	SF @ 100	SF @ 80
White	36	21	58.3%	42.9%	15	135.9%	NO	-6	-8.64
LatinX	36	8	22.2%	35.0%	13	63.5%	YES	5	2.08
Other	36	7	19.4%	22.1%	8	87.9%	NO	1	-0.63
Total BIPOC	36	15	41.7%	57.1%	21	73.0%	YES	6	1.44



## APPLICANT IMPACT ANALYSIS

	Applied - Overall				Interviewed - Overall				Selection Impact <80%			
	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD
White	834	803	923	787	77	77	171	95				
Hispanic	690	732	817	750	80	106	215	118	126%	151%	142%	130%
Other BIPOC	213	259	602	546	15	21	128	69	76%	85%	115%	105%
Non-White Total	903	991	1419	1296	95	127	343	187	114%	134%	130%	120%
	Applied - Admin				Interviewed - Admin				Selection Impact <80%			
	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD
White	46	79	80	66	5	6	23	4				
Hispanic	19	52	35	29	2	8	10	6	97%	203%	99%	341%
Other BIPOC	12	37	89	73	1	3	19	8	77%	107%	74%	181%
Non-White Total	31	89	124	102	3	11	29	14	89%	163%	81%	226%
	Applied - FT Faculty				Interviewed - FT Faculty				Selection Impact <80%			
	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD
White	0	29	302	385	0	5	80	20				
Hispanic	2	1	52	192	2	0	16	5	NI	0%	96%	64%
Other BIPOC	0	15	134	191	0	0	41	5	0%	0%	85%	145%
Non-White Total	2	16	186	383	2	0	57	10	NI	0%	88%	111%
	Applied - Classified				Interviewed - Classified				Selection Impact <80%			
	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD
White	470	402	545	336	62	60	112	71				
Hispanic	578	507	852	529	73	96	192	107	96%	127%	110%	96%
Other BIPOC	113	93	435	282	13	15	106	56	87%	108%	119%	94%
Non-White Total	691	600	1287	811	86	111	298	163	94%	124%	113%	95%

	Applied - Overall				Hired - Overall				Hired Impact <80%			
	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD
White	834	803	923	787	17	18	42	15				
Hispanic	690	732	817	750	25	31	39	21	178%	189%	105%	147%
Other BIPOC	213	259	602	546	5	7	22	11	115%	121%	80%	106%
Non-White Total	903	991	1419	1296	30	38	61	32	163%	171%	94%	130%
	Applied - Admin				Hired - Admin				Hired Impact <80%			
	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD
White	46	79	80	66	2	1	2	0				
Hispanic	19	52	35	29	0	2	0	3	0%	304%	0%	N/I
Other BIPOC	12	37	89	73	0	0	3	0	0%	0%	220%	0%
Non-White Total	31	89	124	102	0	2	3	3	0%	178%	151%	N/I
	Applied - FT Faculty				Hired - FT Faculty				Hired Impact <80%			
	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD
White	0	29	302	385	0	1	14	5				
Hispanic	2	1	52	192	1	0	2	2	NI	0%	84%	178%
Other BIPOC	0	15	134	191	0	0	2	0	0%	0%	32%	0%
Non-White Total	2	16	186	383	1	0	4	2	NI	0%	46%	75%
	Applied - Classified				Hired - Classified				Hired Impact <80%			
	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD	2020/21	2021/22	2022/23	2023/24 YTD
White	470	402	545	336	14	16	23	9				
Hispanic	578	507	852	529	23	27	41	19	134%	134%	114%	134%
Other BIPOC	113	93	435	282	4	4	18	10	119%	108%	98%	132%
Non-White Total	691	600	1287	811	27	31	59	29	131%	130%	109%	133%

As illustrated in the longitudinal applicant data by fiscal year in plan standard ten (10), recruitment efforts, including total applicants, have returned to pre-pandemic levels, even exceeding the total applicants in 2019. Additionally, the adverse table above illustrates the college's outreach, training, and hiring practices have been successful in improving adverse impact ratios overall. When compared to our prior [EEO Plan](#), all areas improved over 2019 with the exception of administration, however the low rate at which administrators were hired over 2020 and 2021 likely contributed to skewed data.

## METHODS FOR ADDRESSING UNDERREPRESENTATION

### RECRUITMENT

The District shall actively recruit from both within and outside the district work force to attract qualified and equity-minded applicants for all vacancies. This shall include outreach designed to ensure that all persons are provided with the opportunity to seek employment with the district. The requirement of open recruitment shall apply to all full-time and part-time vacancies in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, and all executive/administrative/managerial positions.

Recruitment for all full-time positions shall be posted in the clearinghouse established pursuant to subdivision (b) of Education Code section 87108. In addition, the District shall invite job seekers registered with the clearinghouse indicating an interest in the type of position(s) being recruited by the district to apply for the position(s). Recruitment for part-time faculty positions may be conducted separately for each vacancy or by annually establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this section.

"In-house or promotional only" recruitments may be used only to fill an interim position. An interim appointment may last only until a full-time appointment is made and may not exceed two years in duration. All district employees shall be encouraged to apply for interim appointments. Otherwise, all recruitment procedures required by this subchapter shall apply.

For purposes of this section, a vacancy is not created, and the requirements do not apply, when:

1. There is a reorganization that does not result in a net increase in the number of employees;
2. One or more lateral transfers are made and there is no net increase in the number of employees;
3. A position which is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;
4. The faculty in a division or department elect one faculty member to serve as a chairperson for a prescribed limited term;
5. The position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code sections 87422, 87480, 87482.5 (b), 88003, 88106 or 88109;
6. A part-time faculty member is assigned to teach the same or fewer hours than they previously taught in the same discipline without a substantial break in service. For purposes of this section, "a substantial break in service" means more than one calendar year or such different period as may be defined by a collective bargaining agreement; or
7. An individual not currently employed by the district, who is specially trained, experienced, and competent to serve as an administrator, and who satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional services contract. No professional services contract, or series of may exceed two years in duration.

### JOB ANNOUNCEMENTS AND QUALIFICATIONS

Job announcements shall state clearly the job specifications, and the knowledge, skills, and abilities necessary for job performance. Where applicable, job announcements shall also indicate the possibility of meeting minimum qualifications through equivalency, as provided in section 53430. For all positions, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, shall be considered a core system competency and job requirement. All job specifications a district uses, including any "required," "desired" or "preferred" qualifications shall be reviewed by the EEO officer or appropriately trained designee before the position is announced, to ensure conformity with the requirements of this subchapter and state and federal nondiscrimination laws.

## APPLICANT POOL REVIEW

The application for employment shall provide for self-identification of the applicant's gender (including non-binary options), ethnic group identification and, if applicable, disability. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the district's equal employment opportunity program, or another similar purpose authorized by law.

All initial applications shall be screened to determine which candidates satisfy the job specifications. The candidates who meet the job specifications shall constitute the "qualified applicant pool."

The district shall 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 diversity goals of the EEO Plan, the district may extend the search period.

The composition of the qualified applicant pool shall be reviewed and compared 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, appropriate action shall be taken. This applicant pool data shall be reviewed in conducting the longitudinal data analysis.

## SCREENING AND SELECTION PROCEDURES

All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

1. Provided to the Chancellor upon request;
2. Designed to ensure that for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;
3. Based solely on job-related criteria; and
4. Designed to avoid an adverse impact and monitored by the EEO officer to detect and address any adverse impact which does occur for any monitored group.

The district may not designate or set aside positions or job classifications for members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law.

Seniority or length of service may be considered only if they are relevant to posted job qualifications.

Selection testing for employees shall follow procedures outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

Screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants.

The Board of Trustees or their designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. The governing board may reject all candidates and order further review by the screening committee or reopen the position where necessary to further achievement of the objectives of the EEO plan or to ensure equal employment opportunity.

## DIVERSITY RESOURCE SPECIALIST (DRS) PROGRAM

The Diversity Resource Specialist (DRS) program was established in 2016 by Academic Senate faculty as an outcome of work largely completed in the Academic Senate Recruitment and Hiring subcommittee. The intent of the program was to train and place "specialist" on faculty hiring committees to:

- Maximize the diversity of the candidate/applicant pool.
- Develop methods of assessing diversity through meaningful interview questions.
- Assess each candidate's sensitivity to the district's diverse student population when screening, interviewing, and ranking demos and writing samples.

The DRS responsibility on faculty hiring committees is defined in the DRS toolkit and outlines 12 key areas of responsibility. Some of these responsibilities include:

1. Complete initial training and periodic retraining designed specifically for Diversity Resource Specialists.
2. Notify the chair of the Senate Committee on Faculty Hiring upon accepting a faculty hiring assignment. The senate committee chair will provide any updated materials, review procedures and serve as a resource throughout the process.
3. Review the committee's recruitment plan to assess the effectiveness of recruitment strategies including advertising and participation in job fairs.
4. Participate with the screening and interview committee in developing interview questions, demonstration topic and written exercise that will facilitate a meaningful assessment of each candidate's sensitivity to diversity.
5. Assist the screening and interview committee during the final screening meeting in assessing each candidate's potential to support the board of trustee's commitment to actively promote faculty diversity.
6. As the screening and interview committee works to determine a final slate of candidates for interview, periodically confer with the EEO officer to determine if the slate has retained reasonable diversity. If the final slate lacks reasonable diversity, and you believe viable candidates have been screened out, inform the committee of the lack of diversity in the final slate and recommend expanding the interview pool or considering other connective action.
7. After interviews are completed, assist the committee during final deliberations in assessing each candidate's sensitivity to diversity as demonstrated by the interview, discipline specific demonstrations (i.e., teaching, counseling, librarian, college nurse methods), the writing sample(s) and portfolio, when applicable.

The current Academic Senate leadership identified this as a significant barrier to diversity and has recently voted to resurrect both the recruitment and hiring subcommittee and DRS program. The senate sub-committee will also be addressing other recruitment practices through a DEI lens, such as blind candidate reviews for the next faculty hiring cycle. Over the span of the next EEO plan, Academic Senate plans to update the DRS toolkit, establish ongoing training, and implement equity-focused recruitment practices for future faculty hiring.

**SELECTION OF SPECIFIC PRE-HIRING, HIRING, AND POST-HIRING EEO STRATEGIES AND SCHEDULE IDENTIFYING TIMETABLES FOR THEIR IMPLEMENTATION**

<b>IMPLEMENTATION</b> →	<b>Who</b>	<b>What/When</b>	<b>Effectiveness Metrics &amp; Review</b>
<b>PRE-HIRING</b>			
<p>Provide training to employees, students &amp; trustees.*</p> <p>*This applies if you are planning training that goes beyond mandatory training for hiring committees.</p> <p>(53024.1(d))</p>	<p>Chief Human Resources Officer or Designee, Professional Development Committee, DEIA/EEO Committee, Academic Senate</p>	<p>DEIA/EEO training is offered campus-wide throughout the year, hosted by various groups on campus to include those listed here. The DEIA/EEO Committee has previously hosted and will continue to host its annual DEI professional development series. Academic Senate will offer expanded DEI/EEO training to faculty serving as Diversity Resource Specialist (DRS) for faculty hiring. The Professional Development Committee centralizes all PD to mitigate duplications of effort and to support and promote DEIA/EEO-focused training and development.</p>	<p>Updated DRS training will culminate with Spring '24 faculty hiring. The district expects to see an increase in participation in the DRS program and greater participation in the faculty hiring process. At the time of this plan draft, there are fewer than 10 DRS, and the district seeks to double this number at a minimum. Training has begun and greater interest has been realized.</p> <p>The district will survey participants in other DEIA/EEO-focused training and development to ensure learning outcomes have been achieved.</p>

<b>IMPLEMENTATION</b> →	<b>Who</b>	<b>What/When</b>	<b>Effectiveness Metrics &amp; Review</b>
<p>Convey in publications and website the district's commitment to diversity &amp; EEO.</p> <p>(53024.1(j))</p>	<p>Office of Human Resources, DEIA/EEO Committee, Web Services, Campus Graphics</p>	<p><a href="http://hancockcollege.edu/deia/index.php">hancockcollege.edu/deia/index.php</a></p> <p>DEIA/EEO-focused web content is created by various groups and hosted on the district's website. Examples are linked above. The DEI page was originally created by the DEI Task Force, but moving forward will be updated and maintained by the DEIA/EEO Committee. It is a repository of all DEIA/EEO activity on campus and hosts all associated district publications and documents.</p>	<p>The DEIA/EEO Committee will update and rebrand the DEI webpage by fall of 2024.</p> <p>The Human Resources content will be updated when the new EEO Plan is adopted later this spring, 2023.</p>
<p>Review and update District EEO/DEI policy statement.*</p> <p>(53024.1(k))</p> <p>*Cross-reference Plan Component 3</p>	<p>Human Resources Council, DEIA/EEO Committee</p>	<p>Board policy and administrative procedure 3420, Equal Employment Opportunity and Staff Diversity is currently under review.</p>	<p>The planned adoption timeframe for this policy is spring 2024, this will allow time for a thorough review in shared governance and Academic Senate.</p>
<p>Providing EEO/diversity enhancement resources and assistance to other districts.</p> <p>(53024.1(m))</p>	<p>Dr. LeeAnne McNulty and Rick Rantz, DEIA/EEO Committee</p>	<p>Two evaluative instruments have been created with the intent to make available to any district wishing to utilize such instruments, Culturally Responsive Higher Education Curriculum Assessment Tool and Culturally Responsive and Humanizing Organizations.</p>	<p>The culturally responsive curriculum tool has been implemented and faculty cohorts continue to work through the program which culminates with faculty updating their syllabi and other content to be more culturally responsive. The humanizing organizations tool is currently being vetted and will be launched on November 4, 2023.</p>

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	DEIA/EEO Committee	One the DEIA/ EEO Committee's responsibilities is to review and suggest revisions of services, employment policies, and other written and unwritten rules, policies, practices, and procedures affecting the district's diverse employee population, while also examining, reviewing, identifying barriers, and recommending practices and policies across all administrative and academic departments.	As campus issues related to diversity need to address, the DEIA/EEO committee will review and make recommendations in an open meeting
Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.	Human Resources	Administrator evaluations are conducted per administrative procedure 7150. Administrator evaluations include two competencies related to DEIA, <i>Values Diversity</i> and <i>Improves Culture</i> . These competencies are weighted equally among the other competencies.	N/A

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Inclusion of (lawful) DEIA-focused criteria in performance evaluation processes for all employment groups.	Human Resources, Academic Affairs	DEIA-focused performance evaluation content has recently been negotiated with part-time faculty and classified staff for successor agreements beginning July 1, 2023.  The new DEIA-focused evaluation criteria will be implemented fall 2023 for classified staff, and spring 2024 for part-time faculty. The district has negotiated with the full-time faculty association to begin work on the evaluation process and criteria beginning academic year 2024-25, in partnership with academic senate on implementing performance evaluation changes for full-time faculty.	N/A
<b>HIRING</b>			
Consistent and ongoing training for hiring committees. (53024.1(c))  *Cross reference Plan Component 8.	Human Resources	The districts <i>Hiring Equitably</i> training is mandatory for anyone participating in the hiring process. It is offered multiple times throughout the year and tracked to ensure participants fulfill the obligation annually. The training is facilitated by the Chief Human Resources Officer and offered both in-person and virtually.	Compliance is tracked in the district's ERP.

IMPLEMENTATION ➔	Who	What/When	Effectiveness Metrics & Review
<p>Maintain updated job descriptions and job announcements. (53024.1(f))</p>	<p>Human Resources and employment group leadership where appropriate.</p>	<p>Job descriptions for management and other non-bargained groups are reviewed periodically. The supervisory/confidential group recently underwent a review and changes will be sent to the Board of Trustees on October 17, 2023. A management classification review is planned for January 2024. Classified bargaining unit job descriptions are reviewed on a four-year cycle by the job family, whereas the district reviews job descriptions every year and negotiates changes as needed. This cyclical review process was created with the purpose that all positions be reviewed at least every four years for content and compensation. All job descriptions include a <i>“special qualification of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students and to staff and students with disabilities.”</i></p>	<p>N/A</p>
<p>Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))</p>	<p>Chief Human Resources Officer or Designee</p>	<p>The Board of Trustees will receive the “Hiring Equitably” training at least every election cycle, but also follows the EEO Plan adoption cycle, the board also requests training periodically; the next training is planned for fall 2024. Additionally, hiring and demographic data is presented to the board when the EEO Plan is reviewed and adopted. The Board most recently reviewed this data at a special meeting on July 18, 2023.</p>	<p>N/A</p>

IMPLEMENTATION ➔	Who	What/When	Effectiveness Metrics & Review
<p>Assess the “sensitivity to diversity” of all applicants. (53024.1(l))</p>	<p>Hiring Committees, EEO Representative, Diversity Resource Specialist (for faculty searches)</p>	<p>Applications for administrators and faculty require diversity statements to be attached to the candidate applications to be considered complete. Diversity-focused interview questions are asked of candidates of all position types. Interview questions are further marked</p>	<p>The district’s applicant tracking system allows for competencies to be created, scored, and weighted for all recruitments. The diversity competency is added to all searches as a mechanism to rate candidate sensitivity to diversity using their submitted application materials.</p>
<p>Dedication of specified staff to EEO.</p>	<p>Human Resources Analyst</p>	<p>The Human Resources Analyst functions as the EEO representative for all recruitment activities; the position monitors the search process for adverse impact, and reports concerns to the Chief Human Resources Officer.</p>	

IMPLEMENTATION ➔	Who	What/When	Effectiveness Metrics & Review
Focused outreach and publications.	Human Resources Analyst	<p>The district posts all positions in a variety of locations including but not limited to:</p> <ul style="list-style-type: none"> <li>▪ DivertyJobs.com (1,000+) job boards</li> <li>▪ LinkedIn</li> <li>▪ HigherEd.com</li> <li>▪ CCC Registry</li> <li>▪ Indeed</li> <li>▪ Zip Recruiter</li> <li>▪ CASBO</li> <li>▪ EdJoin.com</li> <li>▪ College Art Association</li> <li>▪ National Community College Hispanic Council</li> <li>▪ AAHHE – American Association of Hispanics in Higher Ed</li> <li>▪ Alliance of Hispanic Serving Institution Educators</li> <li>▪ National Surf Association</li> <li>▪ Parks and Recreation Association</li> <li>▪ NCAA.com</li> <li>▪ Handshake (Cal Poly and UCSB)</li> <li>▪ WIHE Employer Services</li> <li>▪ Hispanic Association of Colleges and Universities</li> </ul>	

IMPLEMENTATION ➔	Who	What/When	Effectiveness Metrics & Review
Procedures for addressing diversity throughout hiring steps and levels	Human Resources Analyst	The district leverages its applicant tracking system (NeoGov) to track applicant workflow, this allows for adverse impact tracking at each point of selection for a real-time evaluation of the hiring process.	At each passing/failing point, the system automatically assesses adverse impact at each step in the process.
<b>Recruitment efforts and strategies such as:</b> <ul style="list-style-type: none"> <li>▪ Use of demographic data</li> <li>▪ Job Fairs</li> <li>▪ CCC Registry</li> <li>▪ Relationships with external organizations &amp; colleges</li> </ul>	Human Resources	<p>During the pandemic, most job fair activities were suspended. These activities are beginning to resume, and some the district is planning to attend in the coming year include:</p> <p>CCC Job Fair 2024 – January 20 and San Francisco</p> <p>Cal Poly Handshake</p> <p>UCSB Handshake</p> <p>Career Carnival Fair</p> <p>HARBARCO Job &amp; Housing Fair</p>	
<b>POST-HIRING</b>			
Conduct campus climate surveys & use this information. (53024.1(a))	Institutional Effectiveness	Institutional Effectiveness regularly conducts campus climate surveys, most recently completing one in spring 2022, the results of which can be found at <a href="https://www.hancockcollege.edu/ie/documents/Climate_Survey%20Summary%204252022.pdf">https://www.hancockcollege.edu/ie/documents/Climate_Survey%20Summary%204252022.pdf</a> .	

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Conduct exit interviews & use this information. (53024.1(b))	Human Resources	Exiting employees may choose to provide an exit survey via web form or may choose to meet with a human resources professional to conduct an exit interview. Matters of concern are addressed as needed and appropriate.	
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	Professional Development Committee, Human Resources Council	Professional development opportunities are offered campus-wide on a multitude of topics. The district is seeking to expand opportunities including a mentorship program and year-long onboarding program.	
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))	Human Resources	Discrimination and harassment complaints are handled pursuant to board policy and administrative procedure 3435 and adhere to all required timelines.	
Survey applicants who decline offers & use the information. (53024.1(p))	Human Resources	Candidates who decline invitations to interview, withdraw from the interview process, or decline offers are tracked in the districts applicant tracking system when reasons are provided by the candidates.	This data is used to make more informed decisions where appropriate.

## APPENDIX C – COMMUNITY-BASED/PROFESSIONAL ORGANIZATIONS

### Santa Maria Valley Chamber of Commerce

614 S Broadway, Santa Maria, CA 93458  
Molly Schiff | 805.925.2403 ext. 816 | molly@santamaria.com

### City of Santa Maria

110 E Cook, Santa Maria, CA 93454  
HR Division | 805.925.0951 ext. 2203 | HRAssist@cityofsantamaria.org

### Santa Barbara Planning & Development

North County Office 624 W Foster Road, Santa Maria, CA 93455  
805.568.2800 | hr@co.santa-barbara.ca.us

### Santa Barbara County Office of Education

200 E Fesler Street, Santa Maria, CA 93454  
Jessica Lopez HR Manager | 805.964.4710 ext. 5208 | jlopez@sbceo.org

### Orcutt Union School District

500 Dyer Street, Orcutt CA 93455  
Susan Salucci | 805.938.8909 | ssalucci@orcutt-schools.net

### Boys and Girls Club – Central Coast

901 N. Railroad Ave., Santa Maria, CA 93454  
Meghan Harris Director of People & Culture | 805.922.7163 | meghan@bgccentralcoast.org

### Santa Maria Bonita School District

708 Miller Street, Santa Maria, CA 93454  
Peter Bland | 805.361.8120

### Santa Maria Joint Union High School District

2560 Skyway Drive, Santa Maria, CA 93455  
Kevin Platt Assistant Superintendent, Human Resources | 805-922-4573, ext. 4301

### Santa Maria Valley YMCA

3400 Skyway Drive, Santa Maria, CA 93455  
Shannon Seifert | 805.937.8521 ext. 106 | ssifert@smvymca.org

### GALA of the Central Coast

1060 Palm Street, San Luis Obispo, CA 93401  
Doug Heumann President 805.541.4252

### EDD

130 E Ortega, Santa Barbara, CA 93101  
805.568.1296 EDDRecruiter@edd.gov

### National Assoc. of Advancement of Colored People – Santa Maria/Lompoc 185

Oakmont Ave., Lompoc, CA 93436  
805.733.3463

### Future Leaders of America - Santa Maria Region

625 S McClelland St, Santa Maria, CA 93454

### Workforce Resource Center (Santa Maria)

1410 S Broadway Santa Maria CA 93454-6971  
805.614.1275

