

Los Rios Community College District Equal Employment Opportunity Plan

**Approved by the Los Rios CCD Board of Trustees
November 8, 2023**

**Approved by the EEO Advisory Committee
November 1, 2023**

Table of Contents

Introduction	3 - 6
Chancellor's Message	7
Plan Component 2: Definitions	8 - 10
Plan Component 3: Policy Statement	10
Plan Component 4: Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan	10 - 11
Plan Component 5: EEO Advisory Committee	11 - 12
Plan Component 6: The Procedure for Filing Complaints	12 - 13
Plan Component 7: The Process for Notifying All District Employees of the Provisions of the EEO Plan and District Policy Statement	13- 14
Plan Component 8: The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training	14 - 15
Plan Component 9: The Process for Providing Annual Written Notice to Community-Based and Professional Organizations	15
Plan Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants	15 - 22
Plan Component 11: Utilizing Data to Determine Whether Monitored Groups are Underrepresented within District Job Categories	22 - 28
Plan Component 12: Methods for Addressing Underrepresentation	29
Plan Component 13: Hiring EEO Strategies and Timeline	29 - 42
Appendix A – EEO Plan Component 13: District & College Activities Demonstrating On-Going Commitment To EEO/Employment Diversity	

Introduction

The Los Rios Community College District (“District”) is the second-largest community college district in California, serving the greater Sacramento region. The District has four colleges, six educational centers, and specialized workforce and economic development programs for local businesses, government, and organizations.

Los Rios adopted and approved its Strategic Plan on May 11, 2016. The strategic planning process was updated in 2021-22 to include an annual reaffirmation of its vision, mission, and goals, as well as an annual reassessment of strategies to reach the created goals and measures of achievement. In the Spring of 2022, Los Rios reaffirmed the vision, mission, and goals of its Strategic Plan.

The Los Rios Strategic Plan establishes the goal of “equitable academic achievement across all racial, ethnic, socioeconomic and gender groups” and the recruitment of faculty, staff, and administrators to reflect the demographics of the District’s service area. The District is an Equal Opportunity Employer (“EEO”) and actively seeks applications from all groups to make the District’s workforce as reflective of the student demographics as possible. The District utilizes nondiscriminatory employment practices, actively recruits and disseminates job opportunities to a diverse network, trains hiring committee chairs and committee members on the importance of equity and diversity, and promotes workforce diversity.

District Demographics

Studies have shown that there are educational benefits of having a diverse workforce, with student success being a major benefactor. Recent studies focused on female students enrolled in math and science courses in post-secondary education have shown that when those students have a female instructor, they tend to perform better than with a male instructor.¹ Additionally, a study conducted at a California community college found that underrepresented minority students who were taught by underrepresented minority instructors were able to close the equity gap by as much as 20-50%.² The District’s EEO programs are integral to providing all applicants with a full and fair opportunity to gain employment and serve Los Rios’ diverse student body.

According to the California Community Colleges Chancellor’s Office (“State Chancellor’s Office”) Management Information Systems Data Mart, the demographics for the District’s student and employees as of Fall of 2022 include:

Table 1: Student demographics

Los Rios student demographics	Student Count	Student Count (%)
African American	4,273	7.56 %
American Indian/Alaskan Native	281	0.50 %
Asian	6,878	12.17 %
Filipino	1,614	2.86 %
Hispanic	17,490	30.95 %
Multi-Ethnicity	3,286	5.82 %

¹ See: Bettinger, E. and B. T. Long. 2005. “Do Faculty Serve as Role Models? The Impact of Instructor Gender on Female Students.” *American Economic Review*, vol. 95(2), pp. 152-157 and Hoffmann, F. and P. Oreopoulos. 2009. “A Professor Like Me: The Influence of Instructor Gender on University Achievement.” *Journal of Human Resources*, 44(2), pp. 479-494.

² Fairlie, Robert W., Florian Hoffmann, and Philip Oreopoulos. 2014. "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *American Economic Review*, 104 (8): 2567-91.

Pacific Islander	592	1.05 %
Unknown	3,674	6.50 %
White Non-Hispanic	18,415	32.59 %

Table 2: Employee demographics (Educational Administrators)

Educational Administrators	Employee Count	Employee Count (%)
African American	15	16.13 %
Asian	13	13.98 %
Hispanic	22	23.66 %
Multi-Ethnicity	5	5.38 %
Unknown	5	5.38 %
White Non-Hispanic	33	35.48 %

Table 3: Employee demographics (Tenured/Tenure-Track Faculty)

Tenured/tenure-track Faculty	Employee Count	Employee Count (%)
African American	63	6.83 %
American Indian/Alaskan Native	11	1.19 %
Asian	103	11.17 %
Hispanic	134	14.53 %
Multi-Ethnicity	36	3.90 %
Pacific Islander	3	0.33 %
Unknown	33	3.58 %
White Non-Hispanic	539	58.46 %

Table 4: Employee demographics (Adjunct Faculty)

Adjunct Faculty	Employee Count	Employee Count (%)
African American	74	6.28 %
American Indian/Alaskan Native	8	0.68 %
Asian	123	10.43 %
Hispanic	128	10.86 %
Multi-Ethnicity	48	4.07 %
Pacific Islander	4	0.34 %
Unknown	67	5.68 %
White Non-Hispanic	727	61.66 %

Table 5: Employee demographics (Classified)

Classified	Employee Count	Employee Count (%)
African American	93	8.40 %

American Indian/Alaskan Native	7	0.63 %
Asian	170	15.36 %
Hispanic	224	20.23 %
Multi-Ethnicity	44	3.97 %
Pacific Islander	4	0.36 %
Unknown	27	2.44 %
White Non-Hispanic	538	48.60 %

History and Purpose of the EEO Plan

The District’s Mission, Vision, and Values statement includes recognizing and valuing the strengths of our diverse backgrounds and perspectives, and seeks to build a community in which all constituencies are highly qualified. Because diverse perspectives support the District’s commitment to diversity, equity, and inclusion, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios colleges.

The Los Rios EEO Plan (“Plan”) seeks to help the District reach its goal of hiring a diverse workforce to reflect its student demographics. The EEO Plan addresses the requirements of title 5 regulations³ on equal employment hiring and applicable state and federal non-discrimination statutes, and provides guidance and best practices in improving equal employment opportunity at the District. More importantly, this EEO Plan highlights and implements the changes in the new EEO regulations.

The previous EEO Plan was approved in May of 2019 and was effective for three years until 2022. The previous EEO Plan set ambitious goals and strategies to promote EEO for the life of the Plan. Unfortunately, the COVID-19 pandemic halted the majority of the District’s EEO strategies, as new hires were halted for the majority of the plan. The District entered remote operations in 2020 and saw an increase in employee retirement from 2020-22. Any sort of hiring data was minimal and skewed by the lack of hiring and the increase in retirees, and any attempt of longitudinal data analysis of hires during 2019-2022 was thwarted by the effects of the pandemic. As such, this current EEO Plan continues the work of the previous Plan while adding new requirements and commitments with specific timelines.

During the pandemic, the Board of Governors of the California Community Colleges adopted new EEO regulations in July of 2021, with a focus on substantive changes to EEO program requirements and an emphasis on ensuring that districts create an EEO plan that required action and annual progress checks. One new requirement is to submit EEO plans to the State Chancellor’s Office for review and comments before a local governing board could adopt the plan.

As the new EEO regulations were awaiting approval, every district was given a 9-months extension to their existing EEO plans. The regulations approved on October 20, 2022 provided new due dates for every district. If a district’s EEO plan expired in 2022 (such as Los Rios’ previous EEO Plan), a draft of the new EEO plan was required to be submitted to the State Chancellor’s Office by May 1, 2023. After review and comments, the new EEO plan must be approved by the local governing board. The Los Rios’ EEO draft plan was reviewed and approved by the State Chancellor’s Office on August 30, 2023. The EEO Plan was approved by the District’s governing board on November 8, 2023.

Objectives of the EEO Plan

³ All references to “title 5” refer to the California Code of Regulations, title 5.

The objectives of the District's EEO Plan include:

- Address the legal requirements for the District's EEO Plan pursuant to title 5, including implementation of the new changes to the EEO regulations that went into effect in October 2022.
- Identify and assist in the development of EEO programs designed to broaden applicant pools, recruit equity-minded employees, and retain those employees once hired.
- Establish a process for the collection and use of longitudinal EEO data, including analyses designed to identify whether a monitored group is disproportionately failing to move through the stages of the hiring/employment process.
- Provide guidance that will assist in the goal of achieving a diverse workforce.
- Highlight the District's ongoing EEO best practices and strategies.
- Incorporate the District's Multiple Methods strategies and locally developed strategies directly into the EEO Plan.
- Identify a timeline for implementation of the District's EEO best practices and strategies.

This current Los Rios EEO Plan is meant to be an action plan and not merely a compliance document. The Plan satisfies the requirements of title 5, but also sets forth timelines for action and annual progress reports to the governing board.

The District has maintained its commitment to equal employment opportunity and diversity processes and practices which were in place prior to the passage of Proposition 209, and thereafter. Los Rios continues to affirm EEO, equity, and diversity, as part of its core values.

CHANCELLOR'S MESSAGE

The diversity of our student body is central to our work at the Los Rios Colleges, and it is vital to our students' success that our faculty and staff reflect that diversity and cultural awareness and competence both inside and outside the classroom. Our focus on building a workforce that mirrors the demographics of our students and broader community is a key part of our work to ensure equitable access and outcomes for the students we serve.

The Los Rios EEO Plan takes stock of existing EEO efforts, and proposes potential areas for improvement of our existing programs. Additionally, the EEO Plan proposes programmatic goals to consider over the next three years. Finally, this EEO Plan lays out a comprehensive data analysis program which will allow the district to evaluate the efficacy of our EEO efforts and ensure that our hiring processes afford all candidates a full and fair opportunity to obtain employment at our colleges and district.

Our colleges and district have embraced a long-standing commitment to hiring and retaining faculty and staff that embrace the diverse academic, socioeconomic, ethnic, cultural, gender identity and sexual orientation backgrounds of community college students - including those with physical and learning disabilities. That commitment is more important than ever.

By offering our students an exceptional educational experience in an inclusive environment, they will be better prepared to work and live in an increasingly global and complex society. We continue to explore all avenues to attract to and retain the best and most diverse employees at our colleges and district.

Looking ahead, the district and all four Los Rios Colleges will continue to focus on providing a supportive learning environment where *all* students can find their success. By creating a learning environment enriched by a diverse faculty and staff promoting personal and professional enrichment, leadership, innovation, responsibility, and a sense of community through the principles and practices of EEO, the entire Sacramento region will benefit.



Plan Component 2 - Definitions

The following definitions are incorporated into the District's EEO plan and are referenced throughout the document. These definitions provide clarification and understanding of specific terms used in the Plan. The EEO definitions are taken from title 5, section 53001 and the California Community College's 2022 Equal Employment Opportunity (EEO)/Diversity Best Practices Handbook ("Handbook").

Governing Board: The "governing board" refers to the Los Rios Board of Trustees. The governing board is ultimately responsible for proper implementation of the District's EEO Plan at all levels of district and college operations, and for ensuring EEO as described in the Plan.

Chief Executive Officer: The "Chief Executive Officer" refers to the Chancellor of the District. The governing board delegates to the Chancellor the responsibility for ongoing implementation of the Plan, and the Chancellor provides leadership in supporting the District's EEO policies and procedures. The Chief Executive Officer advises the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges.

Equal Employment Opportunity Officer: The "Equal Employment Opportunity Officer," also known as the "EEO Officer," is the individual at the District who is responsible for the day-to-day implementation of the EEO Plan. The District has designated the Vice Chancellor of Human Resources ("AVC of HR") as its EEO Officer. The AVC of HR will work in conjunction with the Human Resources Director of Diversity, Compliance, and Title IX to administer, implement, and monitor the Plan, and to ensure compliance with the requirements of title 5.

Equity Officer: The "Equity Officer" refers to the individual at the District and the individual at every college who is responsible for various important tasks regarding equity, compliance, and inclusion. The Equity Officer is required to be a member of the District's EEO Advisory Committee and the implementation of this EEO Plan. The Equity Officer is also responsible for receiving and responding to complaints of unlawful discrimination and EEO complaints described in Plan Component 6. The Equity Officer also provides training to members who participate in screening or selection committees. There is an Equity Officer at the District and one (1) Equity Officer at each of the District's four colleges: American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

Equity Representative: The "Equity Representative" (commonly referred to as the "Equity Rep") refers to the individual who serves on a hiring committee who is responsible for ensuring fair, accurate, and equitable hiring processes. Prior to any hiring committee, the Equity Representative is responsible for ensuring that all committee members are trained, and that the committee is sufficiently balanced. During the hiring process, the Equity Rep monitors the process to ensure that all Los Rios policies and the best EEO practices in this Plan are followed.

"Hiring the Best" training: The "Hiring the Best" training refers to the training provided by the District's Equity Officers to members of screening and selection committees. The "Hiring the Best" training is required for all members who serve on a screening or selection committee, and covers training topics ranging from: the requirements of federal and state nondiscrimination laws, the educational benefits of workforce diversity, the elimination of bias in hiring decisions, and best practices to serve on a hiring committee.

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

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supports the proposition that anyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences. Diversity 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: "Equal employment opportunity" 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 the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

- (1) identifying and eliminating barriers to employment that are not job related; and
- (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

Equal Employment Opportunity Plan: An "equal employment opportunity plan" is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Equal Employment Opportunity Programs: "Equal employment opportunity programs" means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of section 53006.

Ethnic Group Identification: "Ethnic group identification" means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

In-house or Promotional Only Hiring: "In-house or promotional only" hiring means that only existing district employees are allowed to apply for a position.

Monitored Group: "Monitored group" means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

Person with a Disability: "Person with a disability" means any person who:

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

- (2) has a record of such an impairment; or
- (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

Reasonable Accommodation: "Reasonable accommodation" means the efforts made on the part of the district in compliance with Government Code, section 12926.

Screening or Selection Procedure: "Screening or selection procedure" means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

Significantly Underrepresented Group: "Significantly underrepresented group" means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Plan Component 3 - Policy Statement

The District is committed to the principles of EEO and will implement a comprehensive program to put those principles into practice, with a focus on diversity, equity, and inclusion as set forth in title 5, section 51200 and 51201. It is the District's policy to ensure that all qualified applicants for employment have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of any of the following actual or perceived characteristics, or due to the association with a person or group with any of the following actual or perceived characteristics: ethnic group identification, race, color, sex, gender, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, immigration status, physical or mental disability, medical condition, genetic information, military and veteran status, marital status, or any other protected class or characteristic under state or federal law.

The District's EEO Plan also recognizes that EEO includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive, respectful work environments. The District strives to achieve a workforce that is welcoming to all genders, persons with disabilities and individuals from all races, ethnic, and other groups to ensure the District provides an inclusive educational and employment environment. An inclusive environment fosters cooperation, acceptance, democracy, and free expression of ideas. This EEO Plan is established to ensure the implementation of EEO principles that conform to federal and state laws.

Accordingly, this EEO Plan also references the District's longstanding policies on receiving, reviewing, and investigating all complaints of unlawful discrimination and harassment under title 5, section 59300 et seq. The District understands, and is aware, that to create an inclusive and respectful work environment for all employees, the District must work to ensure that discrimination and harassment of any kind is prohibited and eliminated in the workplace.

Plan Component 4 – Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan

It is the goal of the District that all employees promote and support EEO; to ensure equity and inclusion, every segment of the District must be engaged and responsive. As previously mentioned in Plan Component 2, the governing board is responsible for the proper adoption of this EEO Plan and delegates to the Chancellor the responsibility for ongoing implementation. The governing board shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. The plan shall be submitted to the Chancellor's Office. In particular, the EEO plan shall include all of the following:

- (1)** the designation of the district employee or employees who have been delegated responsibility and authority for implementing the plan and assuring compliance with the requirements of Title 5, section 53003 pursuant to Title 5, section 53020;
- (2)** the procedure for filing complaints pursuant to section 53026 and the person with whom such complaints are to be filed, who will be the District's Equity Officer;
- (3)** a process for notifying all district employees of the provisions of the plan and the policy statement required under section 53002;
- (4)** a process for ensuring that district employees who participate on screening or selection committees receive training, prior to their participation. Training shall include, but need not be limited to:
 - (A)** the requirements of this subchapter and of state and federal nondiscrimination laws.
 - (B)** the educational benefits of workforce diversity.
 - (C)** the elimination of bias in hiring decisions; and
 - (D)** best practices in serving on a selection or screening committee.

Ultimately, the governing board is responsible for making measurable progress toward equal employment opportunity by the methods described in the Los Rios Community College District equal employment opportunity plan. In carrying out this responsibility, the governing board, upon the recommendation of the chief executive officer, the District Chancellor, shall ensure that an equal employment opportunity officer is designated to oversee the day-to-day implementation of the EEO plan.

For day-to-day operations and implementation of the EEO Plan, the District Chancellor has designated the AVC of HR, or its designee, as its EEO Officer, with the District's Director of Diversity, Compliance & Title IX designated to work on the following EEO job functions:

- (1) serve as Equity Officer of the District, provide training for selection and screening committees,
- (2) serve as the chair of the EEO Advisory Committee (explained below in Plan Component 5),
- (3) coordinate all EEO and unlawful discrimination complaints pursuant to section [53026](#), for ensuring that such complaints are promptly and impartially investigated,
- (4) train the Equity Officers on implementation of EEO best practices,
- (5) ensure that selection procedures and the applicant pool are properly monitored as required by Title 5 sections [53023](#) and [53024](#), and
- (6) collect and analyze longitudinal data for the purposes of the Plan.

In compliance with title 5, section 53005, the District has established an Equal Employment Opportunity Advisory Committee ("Committee") to assist the District in developing and implementing the plan.

Plan Component 5 - EEO Advisory Committee

The District's Equal Employment Opportunity Advisory Committee ("Committee") is responsible for assisting the District in developing and implementing the Plan, revising the plan, and assisting in promoting an understanding and support of EEO and non-discriminatory policies and procedures.

The Committee shall include a diverse membership of individuals. The committee shall be composed of at least four faculty representatives appointed by District Academic Senate, four classified representatives, the Equity Officers at the four colleges, two students, community members appointed by the Chancellor or governing board, and the chair of the Committee. A member from each affinity group associated with the District is also requested to serve on the Committee. Committee appointments follow the principles of shared governance and include bargaining unit members when possible.

Members of the EEO Advisory Committee as well as members of the Los Rios governing board shall receive training in the District's *Hiring the Best* training, which emphasizes all of the following:

- (a) the requirements of title 5, section 53005 and state and federal nondiscrimination laws.
- (b) the elimination of bias in hiring.
- (c) the educational benefits of workforce diversity; and
- (d) the role of the advisory committee in drafting and implementing the District's EEO plan.

It is the intent of the Committee to meet twice every academic year, with additional meetings as necessary to review EEO and diversity efforts, programs, policies, and progress. The Committee works collectively during these meetings to review the progress and goals outlined in the EEO Plan before annual progress reports are delivered to the governing board in accordance with Plan Component 13.

Plan Component 6 - The Procedure for Filing Complaints Pursuant to Section 53026

Pursuant to title 5, section 53026, the District has established policies on complaints alleging violations of EEO regulations. Complaints alleging violations of the EEO regulations and complaints alleging unlawful discrimination or harassment based on a protected class or characteristic pursuant to Title 5 Section 53000 et seq., may be filed against the District by any person using the procedures for employment-related discrimination complaints authorized by Title 5 Section 59300. The District has adopted procedures for complaints alleging unlawful discrimination or harassment based on a protected class or characteristic pursuant to title 5, section 59300 et seq. The AVC of HR and the HR Director of Diversity, Compliance, and Title IX are responsible for receiving and coordinating investigation of ~~such~~ complaints in accordance with established policies. College Equity Officers may also receive unlawful discrimination or harassment complaints and will work with District HR to coordinate a response and investigation. The District's current policy is to retain a third-party neutral investigator to review and investigate all complaints of unlawful discrimination or harassment.

The District's unlawful discrimination and harassment complaint policies and procedures can be found on the District's website: <https://losrios.edu/about-los-rios/our-values/equity-and-diversity>

Any person who believes that the EEO regulations have been violated, or who alleges discrimination or harassment on the basis of protected status may file a written complaint or file a complaint via phone call to the District Equity Officer or college Equity Officer. Any complaint received via phone call will be recorded in writing and sent back to the complainant for confirmation and accuracy of all factual allegations. Complainants are required to provide the following information to the best of their 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, including the job titles, positions, and relevant hiring committee information if the complaint is an allegation of violation of EEO regulations. A copy of any EEO complaint shall immediately be forwarded to the Chancellor's Office, which may require that the District provide a written investigative report within ninety (90) days.

EEO complaints involving current hiring committees or committees that resulted in a hire within the past thirty (30) days must be filed as soon as possible after the occurrence of an alleged violation and must be filed no later than one hundred eighty days (180) after such occurrence unless the complainant can verify a compelling reason to waive the one hundred eighty (180) day limitation. The one hundred eighty (180) day limitation is necessary to propose and implement immediate remedies if necessary, since hiring committees that result in a hiring may be difficult to remedied months after a hire is made. Other EEO complaints involving hiring committees must be filed within ninety (90) days of occurrence unless the violation is ongoing.

EEO complaints and complaints of unlawful discrimination or harassment are filed with the EEO Officer or any Equity Officer. If the complaint involves a college Equity Officer, the complaint shall be filed with the District's EEO Officer. If the complaint involves the District's EEO Officer, the complaint shall be filed with the Chief Executive Officer.

Once a complaint is filed, the District begins investigating the allegations, with a goal of issuing a written determination on all accepted complaints within ninety (90) days of the filing of the complaint. In some EEO complaint situations, the District may need to evaluate documents from numerous hiring committees and/or interview witnesses. If the District is unable to issue a determination within ninety (90) days, the EEO Officer notifies the complainant with the reason why and when the complainant should expect a determination.

The District may dismiss any EEO complaint as defective for failure to state facts that would rise to a clear violation of the EEO regulations. The District may also dismiss any complaint of unlawful discrimination or harassment as defective for failure to state facts that would rise to a violation of protected class or characteristic pursuant to title 5, section 59300 et seq. All dismissed EEO complaints or dismissed complaints of unlawful discrimination or harassment must include a statement with a reason why the complaint was defective.

Plan Component 7: The Process for Notifying All District Employees of the Provisions of the EEO Plan and District Policy Statement

The commitment of the District's governing board and Chief Executive Officer to equal employment is emphasized through the broad dissemination of its EEO Policy Statement and EEO Plan. The policy statement is printed in the college catalogs and class schedules. The EEO Plan and subsequent revisions are distributed to the District's governing board, the Chief Executive Officer, administrators, the academic senate leadership, union representatives and members of the EEO Advisory Committee.

The EEO Plan is also available on the District's website and will be emailed to every student and employee through the District's Communication team. New hires will be provided a link to the District's EEO Plan in their on-boarding and orientation materials and the District's "Hiring the Best" training will include references to the EEO practices in this plan and include a link in the training materials.

In addition, the District's HR Department provides all employees with a bi-annual Rights and Responsibilities notice. The Rights and Responsibilities notice provides all employees with notice of the District's commitment to provide a workplace free of discrimination, harassment, workplace violence, and

to a drug and alcohol-free environment. The Rights and Responsibilities notice also includes information on how employees can request a reasonable accommodation pursuant to the Americans with Disability Act. The Rights and Responsibility memorandum also provides all relevant policies on employee resources and how employees can file complaints with an Equity Officer and with the Office of Civil Rights. The 2022 Rights and Responsibilities notice can be found on the District's website: <https://employees.losrios.edu/a/14446>

Plan Component 8: The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training

Every individual who is involved in the recruitment and screening or selection of personnel shall receive appropriate training on the requirements of the title 5 regulations on EEO, the requirements of federal and state non-discrimination laws, the educational benefits of workforce diversity, the elimination of bias in hiring decisions, and best practices in serving on a selection or screening committee. Also addressed is how to assess an applicant's sensitivity to and understanding of diverse students in screening application and during the selection state of the hiring process. This training requirement applies to any individual who is not an employee of the District but is acting on the District's behalf, such as community members or students.

The District currently meets this component through its "Hiring the Best" training which covers all the training topics required by law. Any employee wishing to serve on a hiring panel is required to have completed "Hiring the Best" training within two years of serving on the hiring panel. The training is facilitated by the District Equity Officer and the college Equity Officers, and each training includes interactive exercises and hypotheticals to teach and emphasize best practices and principles to ensure a fair, transparent, and equitable hiring process. The training for anyone serving on a hiring committee must occur before the screening or selection committee begins their work.

District HR and the college Equity Officers are historically responsible for collecting and tracking trainee information, including names of trainees and dates of certification. However, the District is in the process of creating a new online database to allow all hiring chairs and committee members to track when their certification is set to expire. This online database is intended to create ready access to this vital information and to ensure that hiring committee members stay up to date on the rules and regulations on EEO and hiring.

The Equity Officers shall convene at least once a year to review and evaluate the District's "Hiring the Best" training. The purpose of this meeting is to review and revise the training with updated data and best practices. Additionally, the Equity Officers shall discuss any new topics or issues at the District to collectively work towards an updated "Hiring the Best" training with solutions and best practices.

Diversity in Hiring Committees

Title 5, section 53024(e) requires that hiring committees "shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants." The District *requires* that all committees are gender and racially diverse at all times. The board policies require that hiring committee chairs send the names of every member to the Equity Officers to check the demographics of every individual for certification. The Equity Officer then performs an analysis to ensure that every selection and screening committee is sufficiently balanced and diverse.

If a committee is not diverse, the committee chair works to ensure gender and racial diversity reflective of the College and District to the extent possible. The new committee makeup must be sent back to the Equity Officer for re-certification. If the committee is diverse, the hiring committee can continue in the screening

and selection process and the applications are released. This certification process is outlined in the District’s “Hiring the Best” trainings, in addition to any special trainings that the District holds for hiring chairs.

Plan Component 9: The Process for Providing Annual Written Notice to Community-Based and Professional Organizations

The District’s HR Department shall provide annual written notice to appropriate community-based and professional organizations concerning the EEO Plan. The annual notice is also available on the District’s website.

The annual notice informs organizations that they may obtain a copy of the EEO Plan and solicits their assistance in identifying diverse qualified candidates. In addition, the notice includes a summary of the EEO Plan and highlights any substantial changes.

The annual notice also includes the internet address where the District advertises its job openings and the names, departments, and phone numbers of individuals to contact for employment information. The District actively works on updating its list of institutions, organizations, and agencies that may be recruitment sources.

Affinity Groups

The previous EEO Plan recommended a process to engage various Los Rios affinity groups in the recruitment and retention of underrepresented employees in the District. Post-pandemic, the District has begun to re-engage with its different affinity resource groups to review the list of organizations and institutions where the District may seek to recruit applicants. The District will also ask the affinity groups to assist in updating the list. The District and its affinity groups have a mutual interest in having the affinity groups play a larger role in the District’s EEO efforts by having its members serve on the EEO Advisory Committee, coordinating on recruitment efforts, and improving communication on how the District can better serve employees from underrepresented groups. During the life of this EEO Plan, the District will regularly seek input from its affinity groups to help update its list of community-based and professional organizations before disseminating its annual notices. Existing affinity groups at the Los Rios Community College District include:

- Asian Pacific Islander Legacy
- Black Faculty and Staff Association
- Comunidad
- Native American Collaborative
- Spectrum LGBT Employee Resource Group

Plan Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District’s Employees and Applicants

Goal 2 of Los Rios Community College District Strategic Plan of 2016 – 2021 is to “ensure equity academic achievement across all racial, ethnic, socioeconomic, and gender groups. To reach this goal, the District set a specific indicator of achievement to recruit, hire, and retain faculty, staff, and administrators who would reflect the diversity of students who attend our colleges.

Looking at the most recent demographic data available, when the ethnicity of District employees is compared to the ethnicity of the Los Rios student population, it is clear that the overall employee population

does not match the student population. As shown in Figure 1, in Fall 2022, with 32.61% of students identifying as white across Los Rios, 35.48% of administrators are white, 58.36% of tenured/tenure track faculty are white, 61.66% of adjunct faculty are white, and 48.60% of classified staff are white.

Figure 1:

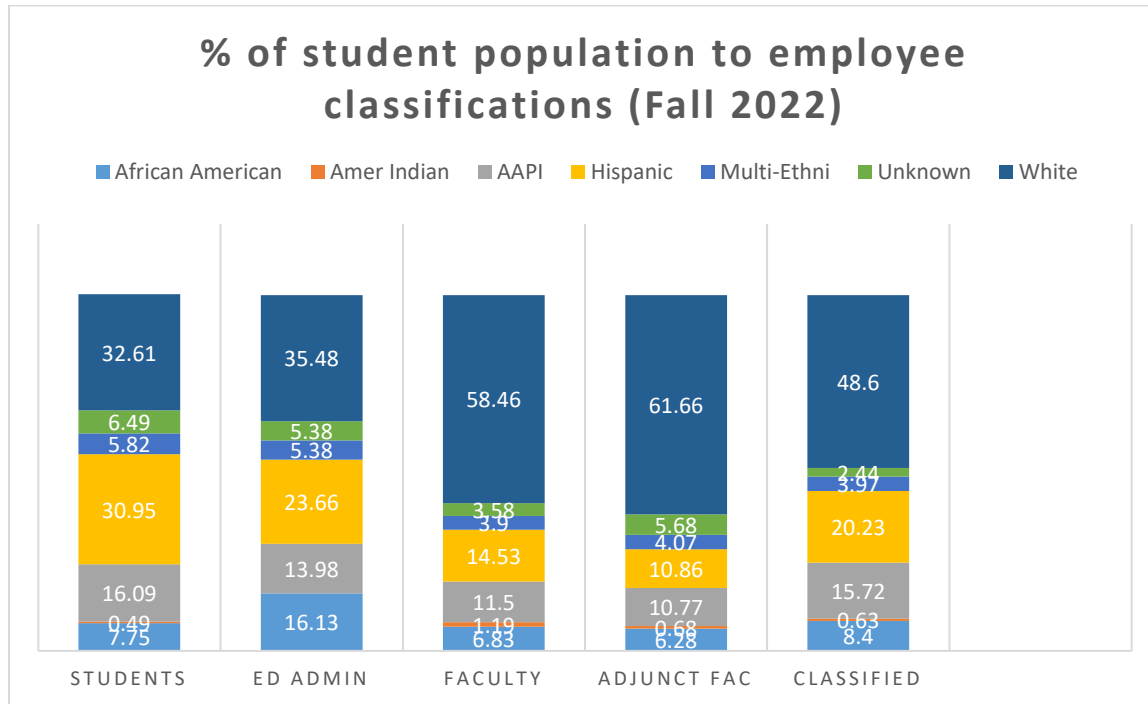


Figure 2 compares student demographic data to employee demographics in Fall 2016 and Figure 3 compares student demographic data to employee demographics in Fall 201

Figure 2:

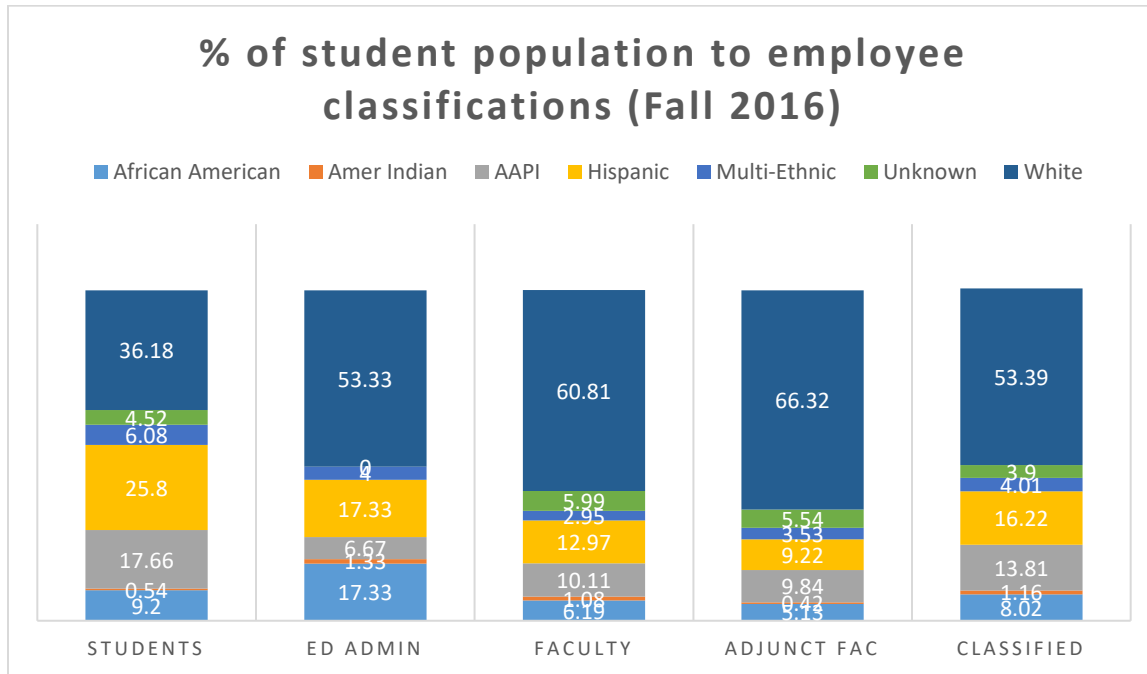
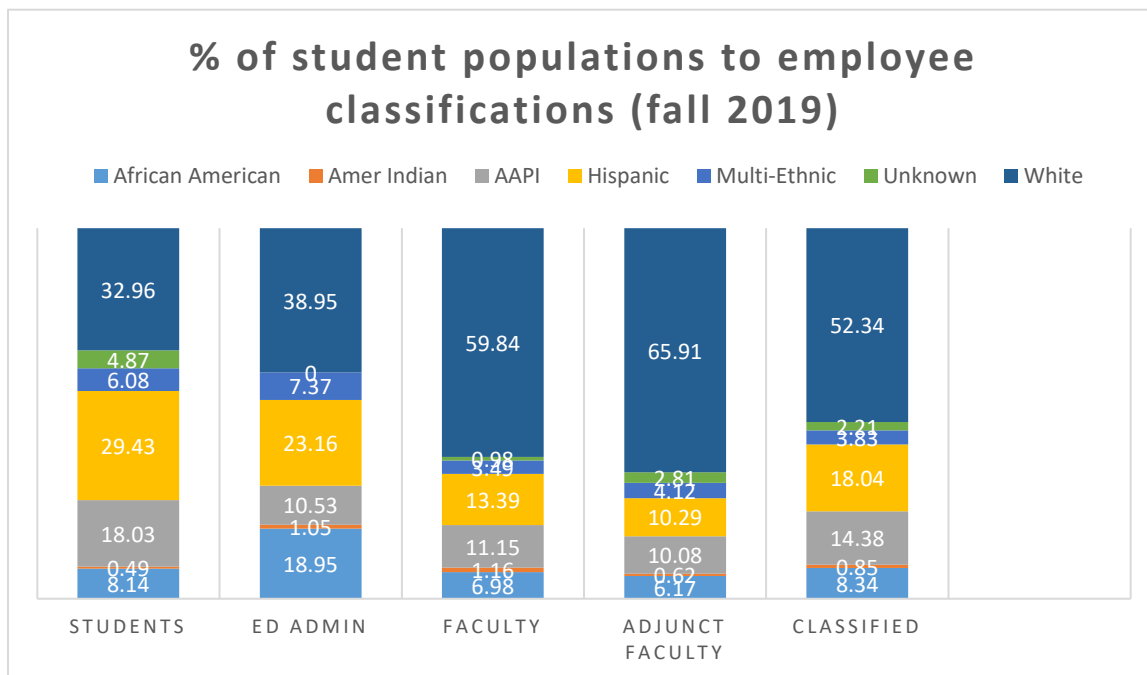


Figure 3:



Title 5, section 53003(c)(6) requires that districts have a plan and process to gather information and periodic and longitudinal analysis of the district's employees and applicants. The data will be broken down by disaggregated number of persons from monitored group status in each job category to determine whether

additional diversification measures are required, and to implement and evaluate the effectiveness of those measures.

As an example: every year, Los Rios reports student headcount and employee classification data to the State Chancellor's Office Management Information System Data Mart. Overtime, from the first year of the 2016 Strategic Plan (Figure 1), to the 3rd year of the Strategic Plan (Figure 2), to two years after the last year of the Strategic Plan (Figure 3), the data suggests certain gaps that should be considered if the District is to meet its goal of a workforce reflective of the student populations:

- 1) Although the District's student population continues to be a majority of students of color, the size of certain student populations has changed, and the nature of that change should be considered in light of what efforts existed to effect student enrollment. For example, in 2016 the African American student population was 9.2% of the total student population. In 2019, the African American population was at 8.14%, and dropped to 7.75% in 2022.
- 2) The percentage of full-time faculty and adjunct faculty who are white has decreased overtime, but full-time faculty who are white still remains at almost 60% of full-time faculty.
- 3) The largest proportion of employees who do not reflect the overall student populations are adjunct faculty with over 60% of adjunct faculty identifying as white.

While there has been some change in the demographics of students and employees since 2016, these descriptive statistics alone cannot explain why the changes have occurred. To understand what has changed and/or what has not changed in the District to effect the observable changes in data requires a more nuanced look at longitudinal data to understand who our students are and who our employees are, and what factors can account for the observable shifts.

Longitudinal Data

A dataset is longitudinal if it tracks the same type of information on the same subject over a period of time. The primary advantage of longitudinal databases is that they can identify patterns and measure change.

In the context of the District's EEO programs, an analysis of district recruitment, hiring, retention, and promotion data over a period of years may help identify when non job-related factors result in the significant underrepresentation of a monitored group. A longitudinal analysis of EEO data serves as a powerful tool to ensure that District policies and procedures do not have an adverse impact on a protected class of individuals. Longitudinal EEO data may also demonstrate that impact of changes in local policies on the phases of the employment process.

The purpose of the Data Program is to ensure 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.

To determine whether additional measures are required to ensure full and fair employment opportunities for qualified individuals, title 5, Section 53003(c)(6) requires each local EEO Plan to include: a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored group status, in each identified job category. Section 53006(a) requires the district to review the longitudinal information gathered about the district's employees and applicants "to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process." The phases of the employment process "include, but are not limited to recruitment, hiring, retention and promotion."

Data is a powerful tool that allows the District to measure the impact of its hiring practices on specific monitored groups over a period of years. An analysis of EEO and employment data allows the district,

including the Los Rios EEO Advisory Committee and the AVC of HR, to monitor specific hiring practices, and proactively identify and eliminate any barriers to employment at Los Rios.

A longitudinal analysis of Los Rios employment data enables the district to identify potentially problematic policies and processes that serve as barriers to employment. The elimination of these barriers, over time, will lead to broader pools of qualified applicants, and a faculty and staff that reflect the diverse students that we serve.

The District's previous EEO Plan outlined the EEO Longitudinal Data Program ("Data Program") and what the District sought to do in collecting and analyzing data. Unfortunately, the Data Program was halted during the COVID-19 pandemic when there was a massive hiring shortage and an increase of employees retiring. The Data Program has not been restarted. The District will continue to conduct a data review as part of this EEO Plan in furtherance of the previous EEO Plan. This review will seek to build upon the Data Program that was previously created for the purposes of performing longitudinal analysis of the District's workforce.

How will the District Analyze Longitudinal EEO Data?

Los Rios will review applicant and employee longitudinal data related to the entire employment process, including recruitment, hiring, retention, and promotion (title 5, section 53006(a).) Los Rios recognizes the importance of analyzing and intends to analyze employment data at each step along the hiring process as applicants move from the initial applicant pool to the qualified applicant pool, from the qualified applicant pool to interview selections, and from interviews to offers of employment. For example, the district will review and compare the composition of the initial applicant pool with the composition of the qualified applicant pool. If the longitudinal analysis of job applicant data shows that a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool due to non-job related factors in the employment process, the district will reevaluate its hiring processes and implement additional measures to ensure equal employment opportunity (title 5, section 53006(a)(1).) Given that the District regularly has recruitments and full hiring processes occurring throughout the academic year, with a significant increase in hiring during the Spring semester with full-time faculty hiring, it may not be physically possible to analyze employment data for each hiring process that occurs throughout the year. It may be necessary to begin the Data Program's focus on analyzing hiring process data analysis with a subset of hiring in each of the four general job classifications: educational administrators, tenure-track faculty, adjunct faculty, and classified.

The AVC of HR, in consultation with the Los Rios EEO Advisory Committee, is responsible for determining the methodology for the statistical analysis of district longitudinal employment data. Los Rios intends to determine the statistical measure it will utilize by understanding the purpose of collecting longitudinal data in recruitment, hiring, retention, and promotion. For example, if longitudinal data is collected on employees in a specific job category to compare with longitudinal data of applicants in that same job category, the reason for the comparison may be to understand if there are any patterns in terms of how monitored fare within the specific job category over the year, it may be appropriate to perform an availability analysis of who was available to apply for the specific job in comparison to who actually applied, and then in comparison to who was hired. All chosen statistical measures should be recognized in title 5, authorized by the State Chancellor's Office, or otherwise widely accepted for these purposes.

There are two specific types of analyses related to the district's use of longitudinal employment data that are referenced in title 5. Under the "80 Percent Rule," the district is required to identify any underrepresented groups, where actual representation of a group is below 80 percent of its projected representation. In an "80 Percent Rule" analysis, the district compares the percentage of individuals from a monitored group in a job category with the district's projected representation for the same group. Title 5 does not define "projected

representation" for purposes of the 80 Percent Rule - it is a local decision. Los Rios has the discretion and authority to establish projected representation based on one or more factors, including student demographics of the Colleges or District, community demographics in the district's service area, labor market availability for the job category or previous demographics of job applicants. The AVC of HR, in consultation with the Los Rios EEO Advisory Committee, is responsible for identifying "projected representation" for purposes of the 80 Percent Rule.

Los Rios may also determine whether employment selection procedures have an "adverse impact" on a monitored group based on existing federal Equal Employment Opportunity Commission (EEOC) guidelines. Title 5, section 53001(a) defines "adverse impact" as "a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's 'Uniform Guidelines on Employee Selection Procedures') applied to the effects of a selection procedure and demonstrat[ing] a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940." The EEOC's "Uniform Guidelines on Employee Selection Procedures" were established as guidance for employers to monitor, identify and eliminate potentially discriminatory hiring practices. Generally, an adverse impact exists when a selection process works to the disadvantage of members of a race, sex, or ethnic group. Adverse impact is measured under the EEOC's 4/5ths "rule of thumb" (Adverse Impact Test).

Under the EEOC's Adverse Impact Test, an adverse impact occurs when the selection rate for any group is less than 4/5ths (80 percent) of the selection rate for the group with the highest selection rate. The EEOC has established a four-step process for employers to follow when conducting the EEOC's Adverse Impact Test: (1) Calculate the rate of selection for each group (divide the number of persons selected from a group by the number of applications from that group); (2) Observe which group has the highest selection rate; (3) Calculate the impact ratios, by comparing the selection rate for each group with that of the highest group (divide the selection rate for a group by the selection rate for the highest group); and (4) Observe whether the selection rate for any group is substantially less (i.e., less than 4/5ths or 80 percent) than the selection rate for the highest group.

Los Rios intends to apply the EEOC's Adverse Impact Test, or a similar statistical analysis, to each step along the hiring process - as applicants move from the initial applicant pool to the qualified applicant pool, from the qualified applicant pool to interview selections, and from interviews to offers of employment. The purpose of these statistical analyses is to identify when non job-related factors result in the significant underrepresentation of a monitored group and to ensure that District policies and procedures do not have an adverse impact on a protected class of individuals.

What will the District do with the results of the EEO Data Analyses?

The AVC of HR, as coordinated through the Los Rios HR Department and the Office of Institutional Research, will analyze employee applicant processes at each year. It is the intent of the district to conduct an analysis, as identified in this section, of specific full-time faculty hiring process starting in the first year of this Plan. If possible, the District will conduct an analysis of each full-time hiring process. Starting no later than year two under this Plan, the district intends to conduct an additional analysis of each supervisory and managerial position hiring process. Starting no later than year three under this Plan, the district intends to conduct an additional analysis of at least fifty percent of hiring processes for classified positions. Each analysis will track the progression of each hiring process from initial applicant pool, to qualified applicant pool, to interview selection, to offer of employment, at least each semester.

The results of EEO data analyses will be routinely shared with the Chancellor, the College Presidents, and the EEO Advisory Committee. The EEO Advisory Committee shall monitor the progress of the district's analysis of employment data under this section, make recommendations to the Vice Chancellor of Human

Resources for improvements to the program, and help proactively identify and eliminate any barriers to employment at Los Rios.

District Use of Static Demographic Employment Data

Los Rios shall continue to evaluate its static demographic employment data, including District-wide and College specific employment data, at least annually over the period covered by this Plan. This static employment data is reported to the governing board and to the State Chancellor's Office consistent with Board Policies and legal requirements. In addition, the district intends to provide hiring committees with information regarding the demographics of existing employees within the relevant department, classification, or job-area, along with college or district-level student demographics, at the beginning of each new employee recruitment effort. Data provided pursuant to this section shall be aggregated to ensure that personally identifiable employee data is not disclosed.

It is the intent of the district to provide the existing employee and student demographic data identified in this section to the Hiring Chair and members of each full-time faculty hiring committee starting in the first year under this Plan. Starting no later than year two under this Plan, the district intends to provide similar data to the Hiring Chair and members of each supervisory and managerial hiring committee. Starting no later than year three under this Plan, the district intends to provide similar data, to the extent feasible, to individuals involved in hiring processes for adjunct faculty and classified positions.

Analysis of Workforce Composition

The District's HR Department will annually review the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the EEO Plan, to provide data needed for the reports required by the Plan, to determine any additional measures to support equity, diversity, inclusion, and ensure equal employment opportunity, and to determine if significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process. Monitored groups are individuals who identify as men, women, American Indians/Alaskan Natives, Asian, Native Hawaiian/Pacific Islanders, Black/African Americans, Hispanic/Latinos, multi-ethnicities, and persons with disabilities.

Each applicant and employee will be afforded the opportunity to voluntarily identify their gender, ethnic group identification or race, and if applicable, their disability. Persons may designate as many ethnicities and races with which they identify. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This survey will be performed for each College and at the District office. The District will annually report the results of its annual review of employees to the State Chancellor's Office.

Every three years, this EEO Plan will be reviewed, and if necessary, revised based on an analysis of the ethnic group identification, race, gender, and disability composition of existing staff and of those who have applied for employment in the categories of Educational Administrators, Tenured/Tenure-Track Faculty, Adjunct Faculty, and Classified. Data for these categories are currently collected and reported to the State's Chancellor's Office for inclusion in the Management Information Systems Data Mart. It will be the intent of the District to collect data each of the seven identified job categories in which specific jobs are categorized⁴:

⁴ Title 5, section 53004(a) does not require EEO Plans to break down the "Faculty and Instructional Staff" category into discipline and part-time subcategories. However, since these are the categories the State Chancellor's Office will likely use when providing available data, the District will continue to use the same categories.

1. Executive/Administrative/Managerial
2. Faculty and other Instructional Staff: Instructional and Support Services, Career Education, Mathematics, English, Natural Sciences, Health and Physical Education, Social Sciences, Humanities, and Adjunct (part time)
3. Professional non-faculty
4. Secretarial/Clerical
5. Technical and paraprofessional
6. Skilled Crafts
7. Service and Maintenance

The District's EEO Advisory Committee will continue its on-going, multi-pronged recruitment and hiring efforts toward further attracting and retaining a diverse workforce and will continue to work with College equity and diversity committees towards the shared goal of promoting equity, diversity, and inclusion across the District. Specific examples are included in Plan Component 13.

Plan Component 11: Utilizing Data to Determine Whether Monitored Groups are Underrepresented within District Job Categories

Data regarding potential job applicants will not be provided by the CCCCCO, thus the district has the discretion to choose what data source it will use in determining its projected representation. At this time, the district has not chosen a process to determine the extent to which monitored groups are underrepresented within the district's job categories. However, the district will not limit data analysis to workforce availability for the very good reason that mainly or solely using data that shows what is currently available in the workforce only perpetuates the effects of prior discrimination. Because Los Rios has set a goal of a workforce that reflects the very diverse student population, the district intends to develop an equity-minded process for data collection and analysis, and a benchmark to determine when the goal has been reached.

Availability Analysis:

An availability analysis, if done with care and attention to reliable external and internal sources to use in the calculations can help the District identify the number of potential qualified applicants from underrepresented groups that may be available for specific jobs. For external sources, the U.S. Census Bureau provides statistical data on race, ethnicity, sex in a specific geographical area. In Los Rios, we can consider mining employee data to determine who may be ready for a job promotion, or who has trained for specific jobs. For example, participation in the Los Rios Classified Academy may suggest employees who are looking to promote or transfer. Understanding what trainings employees may have completed can also suggest who might be looking for growth in their current job assignment.

Cluster Hiring:

Consistent with the District's goal of improving student through instruction, and improving equal employment opportunities through a focus on diversity, equity, and inclusion efforts, Cluster Hiring has been considered as one possible strategy to not only improve the diversity of the workforce, but also as a strategy to explicitly draw to Los Rios potential applicants who will see Los Rios as a District that values diversity, explicitly focus on efforts to improve equity, and actively seeks out to include diversity of applicants to foster a sense of belonging. A benefit of Cluster Hiring for Los Rios will be potential applicants finding Los Rio a place they could call home.

Adverse Impact Analysis:

Applying EEOC’s Adverse Impact test to the District’s more recent employee demographics data reveals the extent to which all monitored ethnic groups continued to be underrepresented in employment as shown in Table 6 (Educational Administrators), Table 7 (Tenured/Tenure-Track Faculty), Table 8 (Adjunct Faculty), and Table 9 (Classified Staff):

Table 6: Adverse Impact Among Educational Administrators (Fall 2022)

Educational Administrators	African American	Amer Indian	AAPI	Hispanic	Multi-Ethnic	Unknown	White
# hired (N = 93)	15	0	13	22	5	5	33
Selection Rate in %	16.13	0	13.98	23.66	5.38	5.38	35.48
Adverse Impact %	16.13/35.48 = 45.46%	0/35.48 = 0%	13.98/35.48 = 39.40%	23.66/35.48 = 66.68%	5.38/35.48 = 15.16	5.38/35.48 = 15.16	
Adverse Impact Exists	YES	YES	YES	YES	YES	YES	

Table 7: Adverse Impact Among Tenured/Tenure-Track Faculty (Fall 2022)

Full-Time Faculty	African American	Amer Indian	AAPI	Hispanic	Multi-Ethnic	Unknown	White
# hired (N = 922)	63	11	103	104	36	33	539
Selection Rate in %	6.83	1.19	11.17	14.53	3.90	3.58	58.46
Adverse Impact %	6.38/58.46 = 10.91%	1.19/58.46 = 2.03%	11.17/58.46 = 19.10%	14.53/58.46 = 24.85%	3.90/58.46 = 6.67%	3.58/58.46 = 6.12%	
Adverse Impact Exists?	YES	YES	YES	YES	YES	YES	

Table 8: Adverse Impact Among Adjunct Faculty (Fall 2022)

Adjunct Faculty	African American	Amer Indian	AAPI	Hispanic	Multi-Ethnic	Unknown	White
# hired (N = 1179)	74	8	127	128	48	67	727
Selection Rate in %	6.28	0.68	10.77	10.86	4.07	5.68	61.66
Adverse Impact %	6.28/61.66 = 10.27%	.68/61.11 = 1.10%	10.77/61.66 = 17.46%	14.53/61.66 = 23.56 %	4.07/61.66 = 6.60%	5.68/61.66 = 9.21%	
Adverse Impact Exists?	YES	YES	YES	YES	YES	YES	

Table 9: Adverse Impact Among Classified Staff (Fall 2022)

Classified	African American	Amer Indian	AAPI	Hispanic	Multi-Ethnic	Unknown	White

# hired (N = 1107)	93	7	174	224	44	27	538
Selection Rate in %	8.40	.63	15.72	20.23	3.97	2.44	48.60
Adverse Impact %	8.40/48.60 = 17.28%	.63/48.60 = 12.96%	15.72/48.60 = 32.34%	20.23/48.60 = 41.62 %	3.97/48.60 = 8.16%	2.44/48.60 = 5.02%	
Adverse Impact Exists?	YES	YES	YES	YES	YES	YES	

These data in Tables 6, 7, 8, and 9 showing adverse impact in employment for monitored groups can suggest that overtime the District’s hiring processes have resulted in underrepresentation despite efforts to diversify the workforce. However, data that shows underrepresentation across the District in the four general employee categories does not fully reveal the reality of what equity efforts in hiring mean on the ground. As reported in the previous EEO Plan, and as shown below, Los Rios has continued to increase the diversity of its workforce and that impact can be viewed more locally even if it is not obvious from a global perspective. This understanding is important because it points out the limitations of an adverse impact analysis when the overall goal is to increase diversity and specific efforts are put into place locally to do just that. However, without a full understanding of what strategies may have been employed to affect change in who the District hires in an effort to have the workforce reflect the diverse student population, we really cannot draw meaningful conclusions other than the District has not met its goals. Such a conclusion would be inaccurate.

What effects have diversity efforts had at Los Rios overtime?

The Los Rios Community College District will continue its ongoing, multi-pronged recruitment and hiring efforts toward further attracting and retaining a diverse workforce and will continue work with Campus Equity and Diversity Committees toward the shared goal of expanding diversity across the District’s workforce. Examples include continuing the Faculty Diversity Internship Program, focused recruiting and outreach, and specific outreach toward Hispanic/Latino, American Indian/Native American, Asian, and African American communities, organizations, publications, and websites, as well as solicit faculty input on diversity-based advertising/recruiting sources. The Chancellor continues to emphasize throughout the district that a diverse workforce is one of LRCCD’s top priorities. The Chancellor continues to provide support for diversity efforts throughout the District by funding and expanding the District’s Faculty Diversity Internship Program, which serves as a gateway for diversifying adjunct and full-time faculty ranks.

The following is a demographic analysis, broken down by employee group, of the District as a whole, as well as each campus and district office:

District-wide Workforce Analysis:

- Executive/Administrators: Los Rios demographics are above statewide averages for administrators identifying as Black/African American, Two or More Races, and White. Los Rios is slightly below the statewide demographic averages for administrators identifying as American Indian/Alaska Native, Hispanic/Latino and Native Hawaiian/Pacific Islander. Los Rios is below statewide demographic averages for administrators in the Asian and Declined to State demographic categories. This will be addressed with the District's EEO Advisory committee for appropriate measures, including, but not limited to, focused advertisement and recruitment efforts focused on Asian and Hispanic/Latino populations, organizations, and publications/websites.
- Faculty: Los Rios demographics are above statewide averages for faculty who identify as Two or More Races and White. Los Rios demographics are equal to or within one percentage point of statewide averages, for faculty of American Indian/Alaska Native and Native Hawaiian/Pacific Islander descent. Los Rios demographics are below statewide averages for those in the Asian, Black/African American, Declined to State and Hispanic/Latino categories.
- Classified Staff: Los Rios demographics are above statewide averages for those falling into the American Indian/Alaskan Native, Asian, Black/African American, and Two or More Races categories. Los Rios demographics are equal to or within one percentage point for those identifying as Native Hawaiian/Pacific Islander and White classified staff. Los Rios is below the statewide average for Declined to State and Hispanic/Latino staff.
- Gender diversity: Los Rios administrators (52%) are below the statewide average (55%). Faculty (55%) are on par with the statewide average (55%). Los Rios classified staff are equal to the statewide average (58%).
- The overall diversity in the District's workforce is 49%, which is above the statewide CCD average of 47% (excluding the Declined to State category).

American River College (ARC) Workforce Analysis:

- Administrators/Executive: ARC demographics are above statewide averages for administrators identifying as Asian, Black/African American and Two or More Races. ARC demographics are within one percentage point of statewide averages for administrators falling into the American Indian/Alaska Native and Native Hawaiian/Pacific Islander categories. ARC is below the statewide averages for managers described as Declined to State, Hispanic/Latino and White. Faculty: ARC demographics are above statewide averages for Two or More Races and are below statewide averages for White faculty. ARC demographics are equal to or within one percentage point of statewide averages for American Indian/Alaska Native and Native Hawaiian/Pacific Islander and Asian. ARC demographics are below statewide averages for Black/African American and Hispanic/Latino faculty. ARC demographics are above statewide averages for Decline to State.
- Classified Staff: ARC demographics are above statewide averages for those identified as Asian, Black/African American, American Indian/Alaska Native, and White. ARC demographics are below statewide averages for Declined to State and Hispanic/Latino staff.

- Gender diversity: ARC classified staff are above statewide averages for gender diversity (61%). ARC faculty are also above statewide averages for gender diversity at 57%. ARC administrators (45%) are below statewide average for gender diversity.
- Overall diversity in ARC workforce is 43%, which is below the statewide average of 47% (excluding the 'Declined to State' category).

Cosumnes River College (CRC) Workforce Analysis:

- Administrators/Executive: CRC demographics are above statewide averages for Asian, Black/African American and Two or More Races administrators. CRC demographics are within one percentage point for administrators in the American Indian/Alaska Native and Native Hawaiian/Pacific Islander categories. CRC is below the statewide average for Declined to State, Hispanic/Latino, and White administrators.
- Faculty: CRC demographics are above statewide averages for Asian, Black/African American, Two or More Races. CRC demographics are within one percentage point of statewide averages for American Indian/Alaska Native and Native Hawaiian/Pacific Islander faculty. CRC is below statewide averages for Declined to State, White, and Hispanic/Latino faculty.
- Classified Staff: CRC demographics are above statewide averages for staff identifying as Asian, Hispanic/Latino, Native Hawaiian/Pacific Islander, and Two or More Races. CRC is within one percentage point of statewide averages for staff of American Indian/Alaska Native descent. CRC is below statewide averages for Declined to State, Black/African American, and White staff.
- Gender diversity: CRC administrators (59%) and Classified Staff (62%) above the statewide average for gender diversity. Faculty (53%) are below the statewide average for gender diversity.
- Diversity in CRC workforce is 60% which is above the statewide average of 47% (excludes Declined to State' category).

Folsom Lake College (FLC) Workforce Analysis:

- Administrative/Executive: FLC is above statewide averages for Asian, Black/African American, Hispanic, and White administrators. FLC is below statewide averages for administrators identifying as Two or More Races. (It should be noted that FLC has a small number of administrators, so comparisons to statewide averages may not be statistically valid.)
- Faculty: FLC is above statewide averages for faculty in the Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, Asian, and Hispanic demographics. FLC is below statewide averages for Declined to State and White faculty.
- Classified Staff: FLC is above statewide averages for Decline to State and White demographics. FLC is within one percentage point of statewide averages for Asian and Native Hawaiian/Pacific Islander staff. FLC is below statewide averages for Black/African American, Asian, and Hispanic/Latino staff.
- Gender diversity: FLC administrators (59%) are above the statewide average for gender diversity. FLC staff (53%) and faculty (61%) are on par with the statewide average for gender diversity.
- Overall diversity of FLC workforce is 52%, which is above the statewide average of 47% (excludes 'declined to state' category).

Sacramento City College (SCC) Workforce Analysis:

- Administrative/Executive: SCC is above statewide averages for administrators identifying as Black/African American, Hispanic/Latino, Declined to State, and White. SCC is equal to or within one percentage point for American Indian/Alaska Native and Native Hawaiian/Pacific Islander administrators. SCC is below statewide averages for Asian administrators.
- Faculty: SCC is above statewide averages for faculty falling into Black/African American, Hispanic, and Two or More Races demographics. SCC is equal to or within one percentage point of statewide averages American Indian/Alaskan Native and Native Hawaiian/Pacific Islander faculty. SCC is below statewide averages for Declined to State.
- Classified Staff: SCC is above statewide averages for American Indian/Alaska Native, Black/African American, Hispanic and White staff. SCC is below statewide averages for Declined to State.
- Gender diversity: SCC administrators are above statewide average for gender diversity (57%). SCC faculty (53%) is equal to statewide average for gender diversity. SCC staff (63%) is above the statewide average for gender diversity.
- Overall diversity at SCC is 52% which is above the statewide average of 47% (excludes the 'declined to state' category).

District Office (DO) Workforce Analysis:

- Administrative/Executive: DO is above statewide averages for both Hispanic/Latino and White administrators. DO is below statewide averages for American Indian/Alaska Native, Asian, Black/African American, Declined to State, Native Hawaiian/Pacific Islander and Two or More Races administrators. It should be noted that the DO has a small number of administrators, so comparisons to statewide averages and thus may not be statistically valid.
- Classified Staff: DO is above statewide averages for American Indian/Alaska Native Two or More Races and White staff. DO is equal to statewide averages for Asian staff. DO is below statewide averages for Black/African American, Declined to State, Hispanic/Latino, and Native Hawaiian/Pacific Islander staff.
- Gender diversity: DO administrators (45%) are below the statewide average for gender diversity. DO staff (39%) are below the statewide average for gender diversity. One factor for staff gender diversity at DO is that this data includes Facilities/Maintenance staff, which is a traditionally male-dominated work field.
- Overall diversity at DO is 37%, below the statewide average of 47% (excludes the 'declined to state' category).

As the Workforce Analyses above show, the optics of who we hire is important to note especially when demographic data alone can suggest that the District is not meeting its EEO goals. When looking at just demographic data, what does not look good should not be ignored. For example, as shown in Table 10 below, in 2018, 6 out of every 10 full-time faculty were white while only 7 out of every 100 full-time faculty were African American. While those numbers point to an outsized percentage of white full-time faculty compared to the very diverse Los Rios student population, looking at this data over time also points out another fact that should not be ignored: When the total number of full-time faculty declined over the past five years by 109 professors, the largest decline was among white faculty. A loss of 78 white full-time professors is almost 72% of the total number of faculty who left the District. To the extent the District replaces those full-time faculty positions, the question to ask will be: *Will the number of full-time faculty hired in the next three years of this EEO plan increase in relation to the diverse Los Rios student population, or will the new hires continue to not reflect the student body?*

Table 10		F18		F19		F 20		F 21		F 22	
		Count	%	Count	%	Count	%	Count	%	Count	%
Tenured/Tenure Track Faculty		1012	100	1031	100	986	100	938	100	922	100
	African American	66	6.52	72	6.98	70	7.10	70	7.46	63	6.83
	Amer Indian	11	1.09	12	1.16	11	1.11	11	1.17	11	1.20
	Asian	106	10.47	109	10.57	107	10.85	103	10.98	103	11.17
	Hispanic	137	13.54	138	13.39	134	13.59	131	13.97	134	14.53
	Multi-Ethnicity	29	2.87	36	3.50	35	3.55	35	3.73	36	3.90
	Pacific Islander	5	.49	6	.58	5	.51	4	.43	3	.33
	Unknown	43	4.25	41	3.98	39	3.96	36	3.84	33	3.58
	White Non-Hispanic	615	60.77	617	59.84	585	59.33	548	58.42	539	58.46

In sum, underrepresentation of monitored groups in employee ranks did not happen overnight and did not happen after the District began its efforts to hire classified staff, faculty, and administrators who reflect the student diversity. The descriptive data of underrepresentation in employment across the District does suggest why the change the District seeks is slow to happen. First, across the District we recognize in hiring that employees often sign on for a long time. Our faculty and our classified employees tend to be pretty stable groups. Second, turnover in jobs might not be frequent enough to allow for any noticeable change in who is hired because hires may be few and far between. Third, because the District will not be able to turn around the adverse impact that exists at the present time in all job classifications through hiring, to understand the true cost of adverse impact it may be necessary to look closely at where that underrepresentation is most obvious. For example, if there exist instructional programs at the colleges that continued to be overrepresented by employees from a specific race/ethnicity or gender group, what is the impact of that faculty representation upon student enrollment and success in the program?

Plan Component 12: Methods for Addressing Underrepresentation

The District will continue to implement its hiring procedures and policies in compliance with the updated EEO regulations. To the extent that the District's EEO Longitudinal Data Program discussed above in this plan identifies non-job related barriers in District hiring and employment practices, the District will take the steps to identify and eliminate those barriers.

As explained in Plan Component 11, the District has the discretion to choose what data sources it will use in determining its projected representation of employees within specific job classifications. The District recognizes the importance of going beyond collecting data that could serve to perpetuate effects of prior discrimination. It is not enough to know who is not in the workforce to suggest those persons who can, or would want to be part of the workforce. In reality that data is only a factor of who is not employed if data the data collected and analyzed does not also consider who specifically may be ready for a specific job. Thus, the EEOC Advisory Committee should consider how specific availability analyses can help the District target recruitment. A focus on Cluster Hiring can also have the potential of helping to diversify the faculty while also helping to create a sense of belonging. From a practical significance perspective, "belonging" speaks to the very real feeling of being appreciated even if one is not as represented or "seen" as others.

To understand how longitudinal data can help the District to improve the hiring process and result in hiring more administrators, faculty, and classified staff who look like our students, it will be necessary to understand how employee data and applicant data will help the District to realize the vision it has to transform the lives of students while providing an exemplary working environment for all employees. These are conversations that will happen overtime within the EEO Advisory Committee as explained in Plan Component 13.

Plan Component 13: Hiring EEO Strategies and Timelines

The District recognizes that multiple approaches are needed to fulfill its mission of ensuring EEO, promoting equity and inclusion, and the creation of a diverse workforce. EEO means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion, and to enjoy the benefits of employment with the District.

EEO should exist at all levels and in all job categories at every step in the hiring and employment process. This section specifies the EEO strategies that the District will implement during the life of this EEO Plan and sets forth timetables as required by title 5, section 53003(c)(2). The list below includes the mandatory strategies in section 53024.1 that the District annually highlights in its Multiple Methods Certification to the State Chancellor's Office, and includes strategies generated by the state's DEIA Task Force along with locally developed strategies at the District. The timelines for the strategies and best practices listed below are attached as Appendix A.

The EEO strategies are categorized based on when the strategies are implemented in the hiring process and are defined as follows:

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

The District is implementing the following strategies and best practices during the life of this Plan to further equal employment opportunity and to promote diversity, equity, and inclusion:

Pre-Hiring

Conveys in publications and website the district’s commitment to diversity and inclusion (53024.1(j))

The District’s commitment to diversity and inclusion is included in its Strategic Plan and disseminated in various documents and websites. Plan Component 7 describes how the District communicates its commitment to students, employees, and the general public.

Following is a list of organizations, institutions, and agencies with whom the District promotes its employment opportunities:

Advertising Resources	Chambers/Community Organizations	Other
<ul style="list-style-type: none"> • California Community Colleges Registry • CareerBuilder • Chronicle of Higher Ed (Vitea.com) • CommunityCollegeJobs • Craigslist • EdJoin • Glassdoor • HigherEdJobs • HispanicsinHigherEd • Indeed • SacramentoWorks • ScholarlyHires 	<ul style="list-style-type: none"> • 100 Black Men • American Indian Training Institution • American Lutheran Church-Cross • Asian Pacific Chamber of Commerce • BWOPA Sacramento • California Black Chamber of Commerce • Capital Christian Center • Cathedral of Blessed Sacramento • Center De Alabanza • Center of Praise 	<ul style="list-style-type: none"> • College department • Facebook • Instagram • LinkedIn • Professional Networks • Twitter • YouTube

- ZipRecruiter

- Chinese American Counsel of Sacramento
- First Baptist Church
- Greater Sacramento Urban League
- Greek Orthodox Church
- Hispanic Chamber of Commerce
- Holy Ascension Russian Orthodox Church of Sacramento
- Lambda Community Center (Sac LGBT Community Center)
- Metro Chamber
- NorCal Center on Deafness
- PRIDE Industries Headquarters
- Sac NAACP
- Sacramento Black Chamber of Commerce
- Sacramento Rainbow Chamber of Commerce
- Sacramento Sister Circle
- Sacred Heart Parish
- St. Michaels Episcopal Church
- St. Paul Baptist Church
- The Sacramento Observer
- Vietnamese Buddhist Association Of Stockton
- Vietnamese Chamber of Commerce
- Westminster Presbyterian
- Youth Together
- Sacramento African American Chamber of Commerce
- Sacramento Asian Chamber of Commerce

	<ul style="list-style-type: none"> • Sacramento Hispanic Chamber of Commerce • Latina Leadership Network of the California Community Colleges 	
--	---	--

Starting no later than the end of year one of this EEO Plan, the District will re-evaluate its publications and websites to ensure that the EEO Plan is posted, and that any statements of commitment are updated to include equity, diversity, and inclusion.

Addresses diversity issues in a transparent and collaborative fashion (53024.1(o))

The District provides numerous opportunities for students and staff to address diversity issues throughout the District and its Colleges. The “Hiring the Best” trainings contain training exercises and serve as an open forum for employees to have courageous conversations on diversity, equity, and inclusion. The Colleges have different centers focused on providing support to various diverse groups such as undocumented students and LGBTQIA+ students. Further, the District has historically welcomed guest speakers and trainers to speak on topics ranging from race in higher education to how colleges can better support underserved communities.

Creating space to address diversity issues is an ongoing task that is vital to a workplace that promotes diversity, equity, and inclusion. The AVC of HR shall collaborate with the EEO Advisory Committee and the Equity Officers on an annual basis to explore and increase the various ways in which diversity issues are discussed and analyzed at the District.

The Chambers and Community Organizations above can also be considered by the EEO Advisory Committee as groups to collaborate with to develop targeted recruitment efforts. If, for example, the District does engage in a Cluster Hiring initiative, it would be important to work collaboratively with the community to help identify potential applicants who may have a demonstrated commitment to the success of a diverse student population, a commitment to innovation in instruction, and/or a demonstrated commitment to removing barriers to student success that may be under the control of faculty. In Year 1 of the Plan, the EEO Advisory Committee will consider how to collaborate with community groups to focus recruitment efforts with a clear understanding of why Los Rios values diversity and specifically values the inclusion of diversity in the community to improve equity for all.

In year 2 of the Plan, the Committee will devise a recruitment plan that respects the inclusion of voices and efforts of those individuals and community organizations that share the Los Rios vision of an inclusive college where diversity students can find a home where they will be challenged to reach their full potential as students.

In Year 3 of the Plan, the District will evaluate the effectiveness of the recruitment plan created in year 2 with a focus on whether or how the recruitment plan helped the District meet its goals of helping to diversify the applicant pool and/or help diversify employee ranks.

Updates District EEO and diversity, equity, and inclusion policy statement (53024.1(k))

Plan Component 3 discusses the District's policy statement in detail. Nonetheless, the policy statement must serve as a living embodiment of the District's commitment to diversity, equity, and inclusion, and must not just serve as words on a website or in this document. Accordingly, the AVC of HR shall review the policy statement annually and ensure that the best practices and strategies in the EEO Plan play a role in the District upholding the policy statement.

Prioritize equity in job descriptions, screening criteria, and interview questions (53024.1(f))

Raising the likelihood that new hires are equity-minded requires making equity to be a priority in the interview process. The Los Rios HR Department, in coordination with representatives at the Colleges, shall continue to revise job announcements in an effort to ensure that equity is prioritized from the moment an applicant first seeks employment with Los Rios. Within one year of the EEO Plan, the District will review and revise all vacant full-time and adjunct faculty, manager, and supervisor positions. By year two of this Plan, the District will revise job announcements for all vacant classified positions.

Similarly, Los Rios utilizes equity-minded language for screening criteria and interview questions. By the end of year one, the District will evaluate the screening criteria for all job classifications and create a screening criteria guideline for all screening committee members. For interview questions, the District has created a repository of interview questions available online. By year two of this Plan, the District shall review its bank of online interview questions to ensure equity and fairness, along with adding questions that discuss serving disproportionately impacted groups.

Provide professional development opportunities on cultural awareness and about the role of race in education (53024.1(d))

Increasing knowledge about education as a racialized experience is helpful as a member of a hiring committee who is looking for candidates that are representative and equity-minded. Understanding equity-mindedness requires committee members to grow their knowledge about concepts such as implicit and explicit bias, stereotype threat, and micro aggressions.

Throughout the life of this Plan, Los Rios shall continue to provide professional development opportunities to faculty, staff, and administrators related to student equity and equity in hiring. The EEO Advisory Committee and the District's affinity groups will be requested to make recommendations to the AVC of HR and the college Equity Officers regarding potential professional development opportunities.

Targeted recruitment efforts

Throughout the life of this plan, the Los Rios HR Department shall provide updates to the EEO Advisory Committee on the district's targeted recruitment efforts designed to increase the diversity of applicant pools. These updates shall include data that demonstrates the efficacy of the targeted recruitment efforts, if available. The EEO Advisory Committee shall monitor the district's targeted recruitment efforts and advise the Los Rios Human Resources Department on additional recruitment opportunities that may lead to an increase in underrepresented applicants for district positions.

Affinity groups

As previously indicated in Plan Component 9, this EEO Plan invites and encourages the District's affinity groups to play an active role in the hiring process. The affinity groups will be requested to provide the names of any professional organizations or community groups to be included in the District's targeted recruitment and advertising list. In addition, the affinity groups will be invited to join the District's EEO Advisory Committee.

Affinity groups are often tasked with DEIA and EEO responsibilities but do not get paid or rewarded for their efforts. It will be the commitment of the District to determine an equitable method to compensate the faculty, staff, and administrators who serve on the Committee. Options such as District Employee Service Agreements or Professional Expert Agreements should be considered as ways to compensate those who in the past have been asked to volunteer for the committee or who have been assigned to the committee without the expectation of compensation. In Year 1 of the plan, compensation should be made available to the Committee as a way to incentive involvement in the very specific and taxing work of ensuring EEO throughout the hiring process.

At the end of year one of this Plan, the District will create a strategic communication plan to connect with every affinity group, with a focus on an annual notice requesting the names of any professional organizations and community groups for new job positions, and to request that a member of the Affinity Group serve on the EEO Advisory Committee. By year two of the Plan, the District will implement the strategic communication plan by integrating the input of its Affinity Groups in its targeted recruitment efforts, professional development opportunities, and other EEO areas of need.

Cultivating a Pipeline of Diverse Candidates:

The Los Rios Community College District has two specific efforts with a focus on increasing the numbers of employees from underrepresented groups into specific job classifications. A third initiative will begin in Year 1 of the Plan.

The Faculty Diversity Internship Program exists specifically to improve the success of students by recruiting and preparing faculty who mirror the District's diverse student population. In Year 1 of the Plan, the funding will be identified that will allow the FDIP interns to be paid for the work they put into the classroom with students as they learn how to become excellent instructors who are focused on assuring success for all learners. In Year 1 of this Plan, a comprehensive evaluation of FDIP will be decided upon and undertaken with the goal of understanding how the Program has helped the District meet its goal of preparing faculty who mirror the diversity of students who attend the Los Rios Colleges. This evaluation will continue in Year 2 and Year 3 of the Plan with a goal of understanding where the Program can improve in meeting its stated goals.

The Classified Leadership Academy exists to grow and uplift classified employees to become leaders in the Los Rios Community College District. Participants gain essential core knowledge for leadership, practical tools for improving performance in the workplace, and a strong and supportive network. Classified employees continue to be the most diverse employees across the District. In Year 1 of the Plan, the District will begin to collect data on who has been promoted to formal leadership roles in the District, who has taken on leadership roles in their service to the District. In Years 2 and 3 of the Plan, the focus of Academy evaluation will be to understand how Academy participants have helped to make a difference to help students find a place to belong at our Colleges with an understanding that a sense of belonging can promote student success.

Beginning in Year 1 of this Plan, the District will enter in an agreement with the University of California Community College Internship Program through University of California, Irvine with interns coming to our colleges from the University of California, Davis. The goal of this internship Program is to prepare excellent instructors' commitment to equity in teaching and making a difference for community college students who have historically been underrepresented in higher education. In Year 2 of this Plan, a comprehensive evaluation of the Plan in its efforts to meet the Program goals will be undertaken. In Year 3 of the Plan, the on-going evaluation of the Program will help the District determine how or if the Program should be continued. (Interns and community college mentors in this Program will be provided a stipend for their involvement through the University of California, Irvine.)

Hiring

Elimination of bias training in hiring and employment for board of trustees at least once every election cycle (53024.1(g))

The governing board is responsible for adopting the EEO Plan and any subsequent plans. Accordingly, in the first year of the EEO Plan, the AVC of HR or designee will create a training schedule according to the District's election cycle. The governing board will receive training in elimination of bias within the following year and during every election cycle afterwards.

Consistent and ongoing training for hiring committee members (53024.1(c) and 53024.1(i))

As described in Plan Component 8, the District's "Hiring the Best" training program ensures that all district employees who participate on a screening or selection committee receive training, prior to their participation, on the following:

1. state and federal nondiscrimination and equal employment opportunity requirements.
2. the educational benefits of workforce diversity.
3. the elimination of bias in hiring decisions.
4. district and college student and employee demographic data; and
5. best practices in serving on a screening or selection committee.

The "Hiring the Best" training is required by the District prior to service on a screening or selection committee to meet the requirements of title 5, section 53003(c)(4), and to ensure that committee members are properly prepared for their role in the hiring process.

As specified in Plan Component 8, the Equity Officers at the District and colleges shall meet annually, starting in year one of this EEO Plan, to review and update the training materials. In the first year of the Plan, the AVC of HR and the Equity Officers shall also begin working on an online "Hiring the Best" training program to allow employees to get certified online. By year two of the Plan, the Equity Officers shall create an online database or system to allow any hiring chair or employee to see their training certification status. This online database or system will allow hiring chairs to determine who is trained to serve on hiring committees and allow employees to check their own training status. In year three of the EEO Plan, the AVC of HR and the Equity Officers shall completely implement the online "Hiring the Best" training module and make it accessible to all District employees.

Equity Representative training and role in hiring process.

In addition to the "Hiring the Best" training, the District also requires employees who attend an additional training to serve as an Equity Rep during the hiring process. The Equity Rep serves as an active member of the hiring committee and ensures that every step of the hiring process is fair and equitable. In order to serve as an Equity Rep, employees must receive additional training along with the "Hiring the Best" training.

The Equity Rep training helps employees look for common areas or instances when the hiring process is inequitable and alerts the chair and committee. The Equity Rep is required to notify the entire committee before every meeting that the hiring process needs to be fair, transparent, and equitable for every candidate. Additionally, the Equity Rep reads a "Shared Principles" document that covers:

1. Non-discrimination – the District is committed to being an equal opportunity employer and rejects all discriminatory practices.
2. Confidentiality – the committee members are tasked with keeping the hiring process confidential and must refrain from sharing verbal or written notes with anyone.

3. Keep the process legal – committee members are charged with abiding by state and federal law, along with District policies. Committee members must comply with state and federal law, and Los Rios board policies. The committee members must not perform independent fact finding about candidates through social media or discussion with others outside of the committee, and committee members must disclose if they have a conflict of interest with any candidates.
4. Contact the Hiring Chair or Equity Rep if there are any questions or if the members believe there are inequitable practices in the committee.

The Equity Rep is empowered to make sure the hiring committee abides by these principles in promoting EEO during the hiring process. The Equity Rep serves a valuable purpose, and the Equity Rep training is critical to ensuring that ALL employees are aware of equitable practices and can serve as an Equity Rep on any committee.

The Equity Rep training shall be updated on the same schedule as the “Hiring the Best” training. As the Equity Officers create an online module and online database to track training certification, the officers will also include the Equity Rep training in these practices to have a parallel system with the “Hiring the Best” training.

Implicit Bias Video Module and Shared Principles Document

The “Hiring the Best” training includes a video on implicit bias and defines what implicit bias is and how it can impact a hiring committee in a positive or negative way. The efficacy of implicit bias training diminishes with the passage of time between the receipt of the training and the time the individual participates in a decision-making process. The purpose of the implicit bias video module is to create a refresher video to raise awareness of unconscious biases at the beginning of each hiring process.

To emphasize how implicit bias may seep into a hiring committee, the District shall create a short video on implicit bias that the Equity Rep will play before the start of every hiring committee meeting. In year one of this Plan, the Equity Officers at the District shall work in conjunction with the AVC of HR to begin the creation of this online video on implicit bias, with a specific focus on implicit bias for committees tasked with hiring community college employees. The video shall be complete by year two of the Plan and be available online and shown during “Hiring the Best” trainings and during committee meetings.

Additionally, the current Shared Principles document needs to be updated to include a reminder that hiring committees shall be bias free. The Shared Principles document shall also be updated within the first year of the EEO Plan to include the District’s commitment to diversity, equity, and inclusion, and to remind committee members to check their implicit bias when making decisions. The Shared Principles document will be revised and updated by the Equity Officers.

Maintain updated job descriptions and job announcements (53024.1(f))

Updating job descriptions and job announcements are critical. Applicants need to review the most recent job announcements that pertain to the job they are seeking. The District has recently updated all job announcements to include gender-neutral language and remove any language that may pose a barrier to any applicant, with a focus on applicants coming from historically underserved communities.

The District has historically updated job descriptions on an ongoing basis. It is essential for current employees to perform the most up-to-date essential job functions. Employees must have clear knowledge and notice of their job descriptions, as the descriptive detail an employee's essential roles on an ongoing basis. The job description impacts employee performance, employee discipline, and helps the District assess whether the employee may need a reasonable accommodation to perform their job.

In the first year of the EEO Plan, the HR department shall review the history of when job descriptions and announcements were last updated. If needed, job descriptions and announcements for classified staff shall be updated in year two of this plan, with faculty and management updated in year three.

Hiring procedures require applicants to demonstrate sensitivity to and understanding of the diverse backgrounds of its students (53024.1(l))

The District currently asks every applicant about their sensitivity to and understanding of diverse backgrounds, along with what experience they may have serving underserved communities. This question is typically weighed heavily during the screening process. In addition, at least one interview question must ask about the candidate's experience of working with a diverse background and any examples that the candidate can share about improving or having a positive impact on historically underserved communities.

The AVC of HR shall review the District's job application and this specific question on diverse backgrounds within the first year of the EEO Plan, with a focus on improving the question. Additionally, the AVC of HR shall survey hiring committee members to determine if the responses to this question warrant any specific changes to improve the efficacy of the question.

Post-Hiring

Longitudinal data analysis of various employment events (53024.1(q))

Plan Component 10 discusses the District's plan and process in continuing its longitudinal data analysis program. In continuing the program, the Human Resources department will begin to use and analyze the data as the District begins to hire post-pandemic. As indicated in Plan Component 10, the District will conduct an analysis of each full-time faculty hiring process in year one. Starting no later than year two under this Plan, the District intends to conduct an additional analysis of each supervisory and managerial position hiring process. Starting no later than year three under this Plan, the District intends to conduct an additional analysis of at least fifty percent of hiring processes for classified positions. Each analysis will

track the progression of each hiring process from initial applicant pool, to qualified applicant pool, to interview selection, to offer of employment, at least each semester.

Creation of programs on mentoring, professional development, and leadership opportunities to support newly hired employees (53024.1(e))

The District provided professional development opportunities to its employees during the pandemic by offering guest speakers and lecturers on issues of diversity, equity, and inclusion. The District intends to continue offering these opportunities on-ground at its colleges on an on-going basis. There is a strong desire to have the District offer mentoring and leadership opportunities, especially for new employees to the District and employees in new leadership positions. The AVC of HR will reassess the training needs of the District and in year one of the EEO Plan and formulate a training schedule to be implemented the following year. All trainings provided by the State Chancellor's Office will also be disseminated to District staff. The District will also survey its affinity groups and EEO Advisory Committee for training topics and guest speakers.

Campus climate survey (53024.1(a))

A campus climate survey is important for the District to measure and assess both their strengths and weaknesses around their diversity, equity, and inclusion efforts for both students and employees. The survey should address a wide range of topics and ideas, and seek input on whether or not individuals feel a sense of belonging while attending or working at the District. Additionally, the survey should be constructed to collect data and information to help the District analyze the results and implement any changes. The AVC of HR shall work with the College research offices and the District Office of Institutional Research office to create a campus climate survey by year two and submit the survey to the EEO Advisory Committee for approval. The campus climate survey shall be implemented in year 3 of the EEO Plan.

Exit survey (53024.1(b))

The District currently has an exit survey that is underutilized. A new exit survey is currently being drafted by the District's HR department and the Office of Institutional Research and is modeled after the exit survey crafted by the state's DEIA workforce group. The new survey intends to measure why employees are leaving the District, along with surveying whether there have been any issues regarding diversity, equity, or inclusion in the District. Once the new survey is complete, the HR department will begin creating a process to implement the use of the survey, along with creating a database to track survey results. In doing so, the HR department will work with the District's Office of Institutional Research to collect and analyze survey results.

The exit survey and implementation plan shall be completed within year one of the EEO Plan, with a focus on final implementation and distribution to the District and its colleges by year two. In year three of the EEO Plan, the District shall have a data collection system where exit surveys results can be tabulated and collectively reviewed to see any trends.

Survey of applicants who decline job offers (53024.1(p))

Similarly, to an exit survey, the District shall create a short survey when applicants are offered and decline job offers. The survey will not only ask for the reason why the applicant declined the job, but seek information about the District's hiring process, whether the process played a part in their decision, and what could be improved. The District intends for this survey to be short but insightful as to why applicants have a change of heart. The intent is to have this survey completed and implemented with the support of the Office of Institutional Research no later than year two of this Plan, with a full analysis completed by year three.

Receiving and investigating EEO and unlawful discrimination complaints (53024.4(h))

The EEO complaint process was described in Plan Component 6. The AVC of HR will review the process in year one of this Plan. In year two, the AVC of HR and Equity Officers will propose and implement any changes to the process with an emphasis on ensuring a streamlined and transparent process for filing, investigation, and rendering determinations of EEO complaints.

Additionally, the District has a longstanding unlawful discrimination and harassment complaint process pursuant to title 5, section 59300, et seq. Although the two processes have different timelines and requirements, the District investigates all complaints in compliance with the law. The HR Director of Compliance is responsible for coordinating the title 5 unlawful discrimination process and the General Counsel's Office is responsible for updating the District's regulations. By year one of this EEO Plan, the AVC of HR and the General Counsel's Office shall ensure that the District's regulations comply with any updated title 5 regulations on the unlawful discrimination process.

The Faculty Diversity Internship Program (53024.1(e))

Through faculty training and classroom internship, the Los Rios Faculty Diversity Internship Program ("FDIP") is instrumental in developing a talented and dynamic pool of community college instructors and who mirror the diversity of our student population. FDIP interns are required to participate in eight Saturday workshops in the fall semester emphasizing community college teaching in diverse settings in preparation for completing a spring 16-week semester internship. The FDIP is committed to providing opportunities for faculty interns to learn and practice teaching strategies appropriate for diverse

community college students as a means of recruiting qualified faculty that mirror our student population and are committed to a diversity of perspectives.

Recently, the FDIP was paused because of a variety of logistical reasons beyond the control of FDIP faculty and interns. The Human Resources department conducted an analysis of FDIP. The results showed that the FDIP would benefit from an evaluation of monitoring and tracking data of graduates. This analysis should consider the efficacy of the program, including an understanding of where FDIP graduates are having success or struggles as they seek faculty jobs after completing the program. This analysis should consider why FDIP graduates are, or are not, receiving interviews or job offers through the District. The focus of the evaluation will be on how the District can help support FDIP graduates navigate the hiring process.

The FDIP is currently being restarted and evaluated to create a more effective program. By year two of this Plan, the District intends to complete the review and analysis of FDIP graduates with an on-going improvement of the Program each year. The AVC of HR will review the analysis with the EEO Advisory Committee for input and guidance for a continued implementation of FDIP. The goal will be to increase the number of FDIP graduates who are hired in Los Rios, and in the community college of California.

Compliance with the Americans with Disability Act (“ADA”)

The District is dedicated to ensuring that all its employees can perform the essential functions of their jobs. The District is committed to their obligation under the Fair Employment and Housing Act and the Americans with Disabilities Act (“ADA”) to engage in the interactive process with qualified persons with disabilities to determine if the employees can perform the essential functions of their jobs with or without reasonable accommodations. During the interactive process, the District and its colleges seek to find reasonable accommodations that will allow employees to perform the essential functions of their jobs. There is an ADA officer at the District and at each college to support any individual who wishes to engage in the ADA interactive process and request a reasonable accommodation. Any employee may engage in the process, and the District and its colleges will respond and assist the employee promptly to assess whether or not the employee may continue to perform their job functions with or without a reasonable accommodation.

The ADA also applies to any applicant who needs a reasonable accommodation during the hiring process, including requesting for reasonable accommodations during the application or interview process.

Graduate Assumption Program of Loans for Education

The District will continue to encourage community college students to become qualified for, and seek employment as, community college employees. The District shall encourage faculty to inform students about programs that may assist them to complete their graduate studies and become community college employees. Additional efforts will be made to inform graduate students in local colleges and universities

about the benefits of employment at a community college, including providing students with updated information on loan forgiveness programs through the federal government.

Education Code, section 87482.6

The District will continue to comply with Education Code, section 87482.6 regarding the goal of 75% instruction taught by full-time faculty, while ensuring progress toward EEO. To achieve this goal, the District will continue to expand and improve its existing EEO programs as identified in Plan Component 13, including supporting the Faculty Diversity Internship Program with a focus on outreach to diverse individuals who have an interest in teaching, and who are within a year of meeting the minimum qualifications to be hired. The ultimate goal of this pipeline program is geared toward increasing diversity in all faculty ranks.