

2022-  
2025

# Equal Employment Opportunity Plan



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## Plan Component 1: Introduction

The West Hills Community College District's Equal Employment Opportunity Plan (*Plan*) was adopted by the governing board on **March 12, 2024**. The district values diversity and inclusion and believes that a diverse campus and community is an enriched campus and community. The district is committed to the recruitment and retention of a diverse staff and student population, one that mirrors the community we serve and believes this will prepare students for global engagement and success. Furthermore, the District is committed to a practice of equity and anti-racism, which requires consistent identification and upending of racist policies and practices and replaces them with those that foster equity among all its students and employees.

The Board of Trustees commits itself to promote the realization of equal employment through a continuing equal employment opportunity program. The *Plan's* immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the district shall take in the event of underrepresentation of monitored groups.

The *Plan* contains an analysis of the demographic makeup of the district's workforce population, along with the requirements for compliance with the Title 5 Code of Regulations. The *Plan* also includes the requirements for a complaint procedure for noncompliance with regulations provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming and to all; and procedures for dissemination of the *Plan*. To properly serve a growing diverse population, the district will endeavor to hire and retain faculty and staff who are sensitive to, knowledgeable of, and committed to the needs of the continually changing student body it serves.

*Dr. Kristin Clark*  
*Chancellor*

## Plan Component 2: Definitions

CCR Title 5, § 53001

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

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

**(c)** "Equal employment opportunity" ("EEO") means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves **(1)** identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance; **(2)** updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and **(3)** creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.

**(d)** An "equal employment opportunity plan" ("EEO plan") is a written document that describes a district's EEO program. A district's EEO plan shall include: **(1)** analysis of the district's work force; and **(2)** descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.

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

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

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

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

**(i)** "Person with a disability" means any person who: **(1)** has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities; **(2)** has a record of such an impairment; or **(3)** is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

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

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

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

*Cal. Code Regs. Tit. 5, § 53001*

### Plan Component 3: Policy Statement

West Hills Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the district's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities within the district and are not subjected to discrimination in any program or activity of the district on the basis of national origin, religion, age, all genders, gender identity, gender expression, race or ethnicity, color, immigrant status, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

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

#### [Per Board Policy 3420:](#)

The Board of Trustees supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment 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. The Board of Trustees, therefore, commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

The Chancellor shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

## 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 West Hills Community College District that all employees promote and support equal employment opportunity. Equal employment opportunity requires a commitment and a contribution from every segment of the district. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

### 1. *Governing Board*

The governing board is ultimately responsible for proper implementation of the district's *Plan* at all levels of district and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:

- a. Be developed in collaboration with the District's Equal Employment Advisor Committee (Equity & Diversity Committee);
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is placed on the agenda as a separate action item;
- c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and
- d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing Board prior to adoption.

### 2. *Chancellor*

The governing board delegates to the Chancellor the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the district's equal employment opportunity policies and procedures. The Chancellor shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to them on their ability to follow and implement the *Plan*.

### 3. *Equal Employment Opportunity Officer*

The district has designated the Associate Vice Chancellor of Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the equal employment opportunity officer changes before this *Plan* is next revised, the district will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing, and monitoring the *Plan* and for assuring compliance with the requirements of title 5, sections

53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. *Equal Employment Opportunity Advisory Committee (Equity & Diversity Committee)*

Each college will establish an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committees shall assist in the development and implementation of the *Plan* in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for *Plan* revisions as appropriate.

5. *Agents of the District*

Any organization or individual, whether or not an employee of the district, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this *Plan*.

6. *Good Faith Effort*

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



## Plan Component 5: EEO Advisory Committee

The district has established an Equal Employment Opportunity Advisory Committee, known as the Equity and Diversity Committee to assist the district in developing, implementing, and revising its *Plan*. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the *Plan* itself. The committee shall include a diverse membership and shall be composed of and include members from district stakeholder groups. Including, but not limited to, students, faculty, and classified staff. A substantial good faith effort to maintain a diverse membership is expected. The Associate Vice Chancellor of Human Resources will work directly with the Academic Senate, Classified and Student leadership to obtain membership. The Associate Vice Chancellor will review membership for proper representation. If the district has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups. The equal employment opportunity officer will chair the committee. The committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the governing board, the Chancellor, and the equal employment opportunity officer.

The equal employment opportunity officer will hold in-person and zoom training for the committee on the requirements. The advisory committee as well as members of the district governing board shall receive training in all the following:

- (a) The requirements of Title 53000 et. al and of state and federal nondiscrimination laws;
- (b) Identification and elimination of bias in hiring;
- (c) The educational benefits of workforce diversity; and
- (d) The role of the advisory committee in carrying out the District's EEO Plan.

*Cal. Code Regs. Tit. 5, § 53005*

All new members will receive training within the first 30 days of appointment. All other members will receive a refresher training every spring.

The district will also assign appropriate trainings through the Vision Resource Center.

## Plan Component 6: Procedure for Filing Complaints Pursuant to Section 53026

1. *Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026)*. Complaints alleging violations of this subchapter may be filed against a district by any person using the procedures for employment-related complaints authorized by subchapter 5, commencing with section 59300.

The purpose of this subchapter is to implement provisions of state and federal law which together prohibit discrimination or retaliation against persons or groups, or those associated with them on the basis of an actual or perceived characteristic related to ethnic group identification, national origin, immigration status, religion, age, sex, gender, gender identification, gender expression, military and veteran status, marital status, medical condition, race, color, ancestry, sexual orientation, physical or mental disability, or any other characteristic protected under applicable federal or state law. These laws require that protected persons and groups, or those associated with them, shall neither be denied full and equal access to the benefits of, nor be subjected to discrimination under, any program or activity that is administered by, funded directly by, or that receives any financial assistance from, the Chancellor or Board of Governors of the California Community Colleges, based upon an actual or perceived characteristic listed in this section.

### *Cal. Code Regs. Tit. 5, § 59300*

The district has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor who may require the district to provide a written investigative report within (180) days. Complaints which also allege discrimination prohibited by Government Code sections 11135 et. seq. shall be processed according to the procedures set forth in subchapter 5. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. A complainant may not appeal the district's determination pursuant to section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by section 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at: [Guidelines for Minimum Conditions Complaints](#).)

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

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the Chancellor.

To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint.

In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

2. *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor of Human Resources is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities. The district's discrimination and sexual harassment complaint procedures are included within this section of this *Plan*.

For the complete policy and procedure, please click on the links below.

### **Board Policy 3410: Nondiscrimination**

[Board Policy](#)  
[Administrative Procedure](#)

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, ancestry, genetic information, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

### **Board Policy 3430: Prohibition of Harassment**

[Board Policy](#)  
[Administrative Procedure](#)

The District seeks to foster an environment in which all employees, students, unpaid interns, and volunteers feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation.

### **Administrative Procedure 3435: Discrimination and Harassment Investigations**

[Administrative Procedure](#)

The law prohibits coworkers, supervisors, managers, and third parties with whom an employee comes into contact from engaging in harassment, discrimination, or retaliation. Any person who has suffered harassment, discrimination, or retaliation may file a formal or informal complaint of

harassment, discrimination, or retaliation, or who has learned of harassment, discrimination, or retaliation.

A formal complaint is a written and signed statement filed with the District or the California Community Colleges Chancellor's Office that alleges harassment, discrimination, or retaliation in violation of the District's Board Policies, Administrative Procedures, or in violation of state or federal law. An informal complaint is any of the following:

- 1) An unwritten allegation of harassment, discrimination, or retaliation;
- 2) A written allegation of harassment, discrimination, or retaliation that falls outside the timelines for a formal complaint; or
- 3) A written complaint alleging harassment, discrimination, or retaliation filed by an individual who expressly indicates that he/she/they does/do not want to file a formal complaint

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

The commitment of the governing board and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement will be printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the district's governing board, the chancellor, administrators, the academic senate leadership, union representatives and members of the District Equity & Diversity Committees. The *Plan* will be available on its own page on the district's website, and when appropriate, may be distributed by e-mail. At the beginning of each academic term, the district office will post the board's Equal Employment Opportunity Policy Statement (located in section III of this *Plan*) and written notice summarizing the provisions of the district's Equal Employment Opportunity Plan in the employee portal. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the district. The annual notice will contain the following provisions:

- 1) The importance of the employee's participation and responsibility in ensuring the *Plan's* implementation.
- 2) Notice of location where copies of the plan can be found including every campus library, on the campus and district website/portal, the Office of the Chancellor and the Human Resources Department.

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

Any organization or individual, whether or not an employee of the district, who is involved in the recruitment and screening or selection of personnel shall receive appropriate training on the following, prior to their participation in recruitment activities. Training shall include but need not be limited to:

- the requirements of Title 5's subchapter on EEO Programs for community colleges, and of state and federal nondiscrimination laws; 12
- the educational benefits of workforce diversity;
- the recognition and elimination of bias in hiring decisions; and
- best practices in serving on a selection or screening committee.

West Hills Community College District has developed an online training presentation through SafeColleges. Employees assigned to serve on a committee are required to go through the training before they can serve on a committee. In-person training is also scheduled throughout the year. The District will also assign trainings through the Vision Resource Center as needed. Once training has been completed, it will be good for two years although additional professional development is always encouraged.

The equal employment opportunity officer will work with the Academic Senate, Classified leadership, and Student leadership, if applicable, to ensure diverse recommendations are made. Per [administrative procedure 7120](#), the equal employment opportunity officer reviews and approves the composition of all selection committee members. If, after appointments are made, the EEO Officer determines the committee composition does not support the District's goals of equal opportunity and diversity, they may recommend the Chancellor appoint up to (3) additional people to serve on the committee to meet those goals of equity and diversity. The equal employment opportunity officer will work with the Academic Senate, Classified leadership, and Student leadership, if applicable, to ensure diverse recommendations are made.

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

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations where they may obtain a copy of the Plan and shall solicit their assistance in identifying diverse qualified candidates. Written notice may include mailings and electronic communications. A list of organizations, which will receive this notice, is in Appendix A of this Plan. This list may be revised from time to time as necessary and will also be posted online with the Plan. This list is subject to change as we continue to identify other community-based partners and professional organizations that can assist us and participate with us in our efforts.

## Plan Component 10: Process for Gathering Information and Periodic Longitudinal Analysis for District Employees and Applicants

The Human Resources Department will annually survey the district's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the *Plan*, to provide data needed for the reports required by this *Plan* and to determine whether any monitored group is underrepresented. Monitored groups are men, women, non-binary, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report each applicant or employee will be afforded the opportunity to *voluntarily* identify their gender, ethnic group identification and, if applicable, their disability. Persons may designate as many ethnicities as they identify with but shall be counted in only one ethnic group for reporting purposes. 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). The Plan will be reviewed annually and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

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

West Hills Community College District and its colleges are US Department of Education-designated Hispanic and Minority Serving Institutions (HSI, MSI). As an HSI, WHCCD and its colleges are two of the country's 572 HSIs that serve over 2 million Hispanic students across 28 states. HSI designation occurs when an institution's enrollment is 25% Hispanic or higher and student-income thresholds are met. In 2022-2023, districtwide enrollment of Hispanic students was at 69.6%. WHCCD's colleges serve a region where 83.3% of residents are Hispanic, 26% of residents live in poverty, 56.8% have less than a high school diploma, and 95% have less than a bachelor's degree. Through membership with organizations like the Hispanic Association of Colleges and Universities (HACU) and the Alliance for Hispanic Serving Institution Educators (ASHIE), the district is better prepared to serve and support Hispanic students through widened federal funding streams focused on developing and improving HSIs.

Included in this report, is applicant and workforce demographic data for 2020, 2021 and 2022.



**West Hills Community College District  
Applicant Demographic Data**

2020.21	Total	Male	Female	NB	Decline to State Gender	American Indian/Alaskan Native	Asian/Pacific Islander	African American/Black	Hispanic/Latino	Caucasian	Decline to State Ethnicity	Disability
Executive/Admin/Managerial	62	32	30	0	0	2	1	2	24	32	1	0
Faculty/Other Instructional Staff	86	42	44	0	0	0	5	4	13	61	3	0
Professional Non-Faculty	15	4	11	0	0	0	0	1	7	6	1	0
Secretarial/Clerical	25	1	24	0	0	0	1	2	1	13	1	
Technical & Paraprofessional	96	14	82	0	0	0	2	3	71	19	1	0
Skilled Crafts	26	11	15	0	0	0	3	3	16	4	0	0
Service & Maintenance	224	196	28	0	0	6	1	11	143	60	4	0
Adjunct Faculty	190	93	97	0	0	2	14	13	40	115	6	0
<b>TOTALS</b>	<b>724</b>	<b>393</b>	<b>331</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>27</b>	<b>39</b>	<b>315</b>	<b>310</b>	<b>17</b>	<b>0</b>

**\*\*Applicant pools were impacted severely due to the Covid-19 pandemic\*\***

<b>2021.22</b>	Total	Male	Female	NB	Decline to State Gender	American Indian/Alaskan Native	Asian/Pacific Islander	African American/Black	Hispanic/Latino	Caucasian	Decline to State Ethnicity	Disability
Executive/Admin/Managerial	298	146	150	2	0	11	42	35	126	80	0	0
Faculty/Other Instructional Staff	243	135	107	1	0	7	32	26	79	92	0	0
Professional Non-Faculty	135	68	66	0	1	4	5	18	69	35	0	0
Secretarial/Clerical	752	138	607	7	0	15	69	35	467	166	0	0
Technical & Paraprofessional	523	153	364	3	3	5	70	34	324	89	0	0
Skilled Crafts	47	15	32	0	0	1	4	6	28	8	0	0
Service & Maintenance	330	254	74	0	2	7	17	20	205	81	0	0
Adjunct Faculty	862	398	457	1	6	24	123	81	320	301	0	0
<b>TOTALS</b>	<b>3190</b>	<b>1307</b>	<b>1857</b>	<b>14</b>	<b>12</b>	<b>74</b>	<b>362</b>	<b>255</b>	<b>1618</b>	<b>852</b>	<b>0</b>	<b>0</b>

<b>2022.23</b>	Total	Male	Female	NB	Decline to State Gender	American Indian/Alaskan Native	Asian/Pacific Islander	African American/Black	Hispanic/Latino	Caucasian	Decline to State Ethnicity	Disability
Executive/Admin/Managerial	251	149	99	0	3	6	37	35	95	78	0	0
Faculty/Other Instructional Staff	178	78	98	0	2	3	37	16	55	67	0	0
Professional Non-Faculty	178	109	69	0	0	7	28	25	77	41	0	0
Secretarial/Clerical	886	211	632	37	6	23	116	55	501	191	0	0
Technical & Paraprofessional	942	273	942	20	6	10	111	36	618	168	0	0
Skilled Crafts	111	27	83	1	0	2	15	2	73	19	0	0
Service & Maintenance	282	211	70	0	1	3	14	23	188	49	0	0
Adjunct Faculty	720	336	374	2	8	26	99	80	245	270	0	0
<b>TOTALS</b>	<b>3548</b>	<b>1394</b>	<b>2367</b>	<b>60</b>	<b>26</b>	<b>80</b>	<b>457</b>	<b>272</b>	<b>1852</b>	<b>883</b>	<b>0</b>	<b>0</b>

**West Hills Community College District  
Workforce Demographic Data**

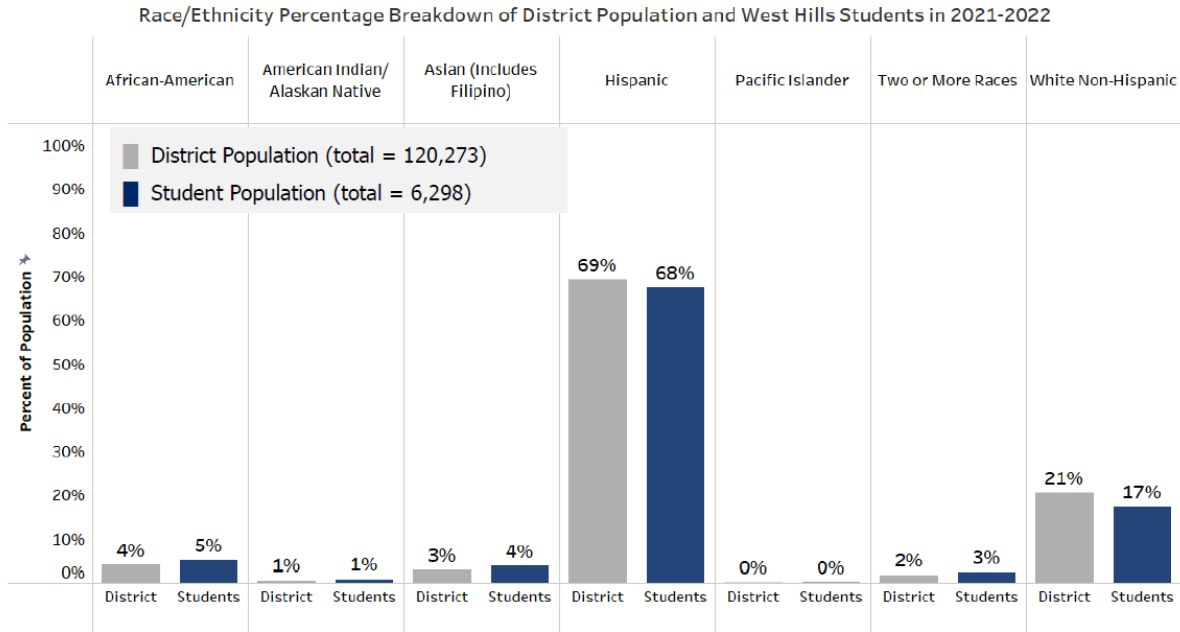
2020.21	Total	Male	Female	NB	Decline to State Gender	American Indian/Alaskan Native	Asian/Pacific Islander	African American/Black	Hispanic/Latino	Caucasian	Decline to State Ethnicity	Disability
Executive/Admin/Managerial	62	32	30	0	0	2	1	2	24	32	1	0
Faculty/Other Instructional Staff	86	41	44	0	1	0	5	4	13	61	3	0
Professional Non-Faculty	21	4	17	0	0	0	0	1	13	6	1	0
Secretarial/Clerical	34	2	32	0	0	0	1	2	23	8	0	0
Technical & Paraprofessional	96	14	82	0	0	0	2	3	71	19	1	0
Skilled Crafts	7	1	6	0	0	0	0	0	4	3	0	0
Service & Maintenance	36	25	11	0	0	0	2	0	24	7	3	0
Adjunct Faculty	190	93	97	0	0	2	14	13	40	115	6	0
<b>TOTALS</b>	<b>532</b>	<b>212</b>	<b>319</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>25</b>	<b>25</b>	<b>212</b>	<b>251</b>	<b>15</b>	<b>0</b>

2021.22	Total	Male	Female	NB	Decline to State Gender	American Indian/Alaskan Native	Asian/Pacific Islander	African American/Black	Hispanic/Latino	Caucasian	Decline to State Ethnicity	Disability
Executive/Admin/Managerial	65	30	35	0	0	2	2	2	24	32	3	0
Faculty/Other Instructional Staff	92	45	47	0	0	0	5	5	15	60	7	0
Professional Non-Faculty	45	6	39	0	0	0	0	1	32	10	2	0
Secretarial/Clerical	33	1	32	0	0	0	1	1	24	6	1	0
Technical & Paraprofessional	76	13	63	0	0	0	2	4	54	15	1	0
Skilled Crafts	6	0	6	0	0	0	0	0	5	1	0	0
Service & Maintenance	39	26	13	0	0	0	2	0	22	11	4	0
Adjunct Faculty	175	92	83	0	0	1	12	8	49	97	8	0
<b>TOTALS</b>	<b>529</b>	<b>211</b>	<b>318</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>24</b>	<b>21</b>	<b>225</b>	<b>232</b>	<b>24</b>	<b>0</b>

The district elected to use 2021-22 to compare a variety of factors:

1. Community and Student Race/Ethnicity
2. Faculty Race/Ethnicity
3. Admin and Staff Race/Ethnicity
4. Race/Ethnicity of Applicants and Current Employees by Classification

## Community and Student Race/Ethnicity, 2021-22

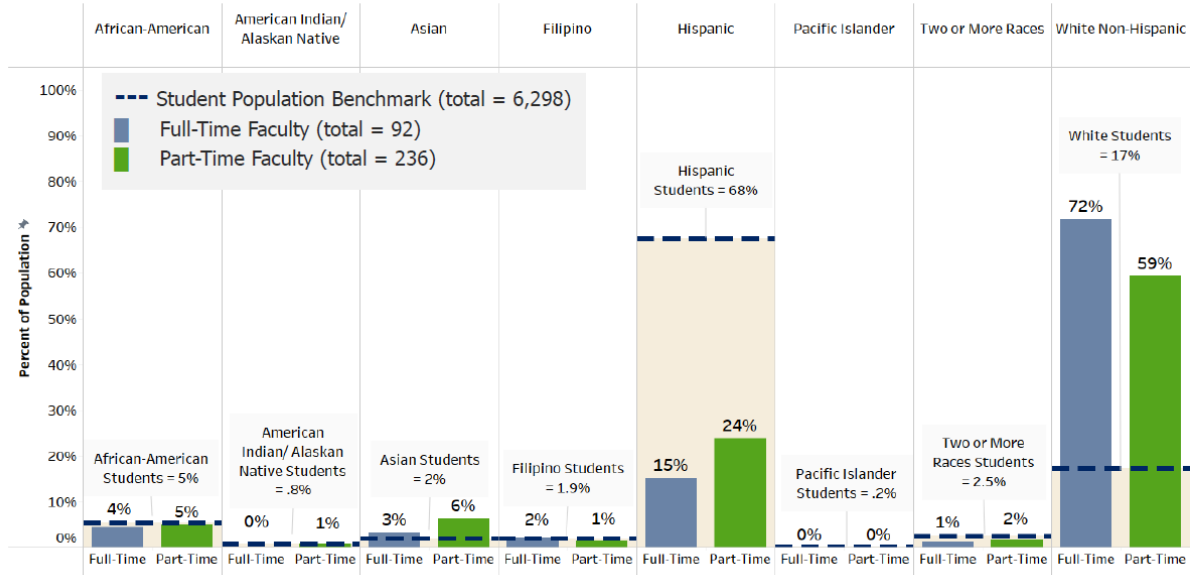


Unknown Race/Ethnicity are not included  
 District population data retrieved from ArcGIS (Esri) for 2021  
 Dual enrollment and incarcerated students are not included

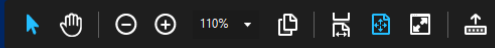
**WEST HILLS**  
COMMUNITY COLLEGE DISTRICT

*Once you go here,  
you can go anywhere.*

# Faculty Race/Ethnicity, 2021-22

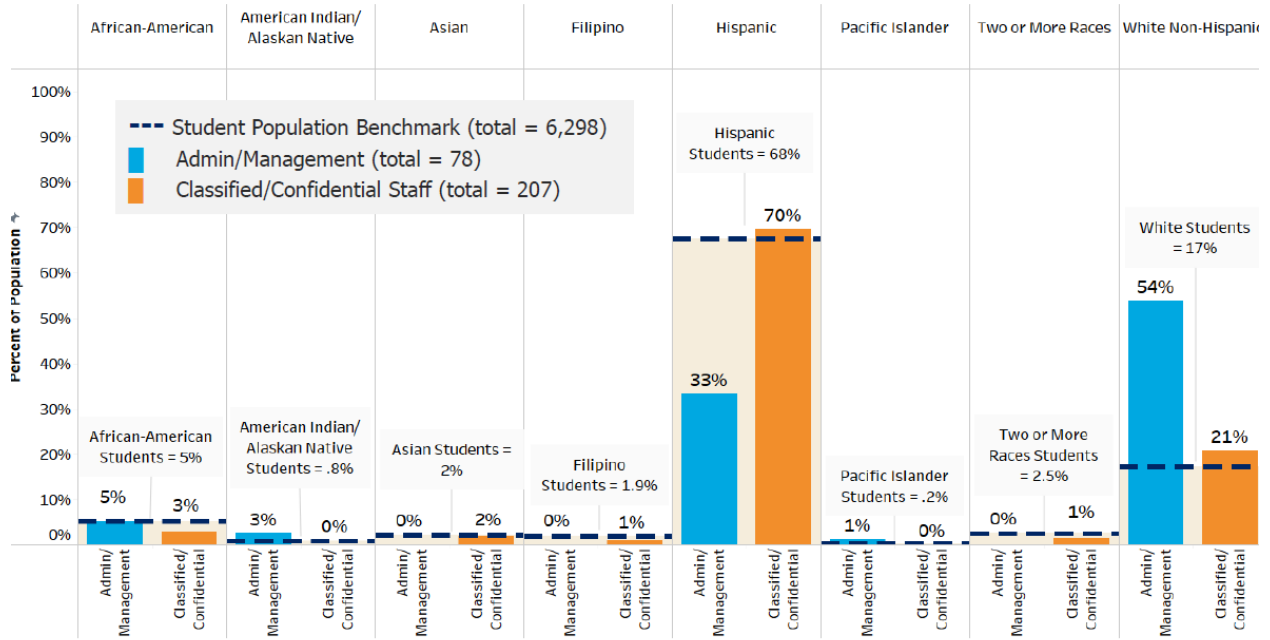


Unknown Race/Ethnicity are not included  
 Includes all faculty roles: instructors, counselors and librarians  
 Dual enrollment and incarcerated students are not included

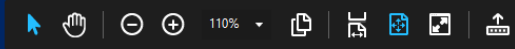


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# Admin and Staff Race/Ethnicity, 2021-22



Unknown Race/Ethnicity are not included; Permanent employees only; Includes Child Dev Ctr staff; Dual enrollment and incarcerated students are not included

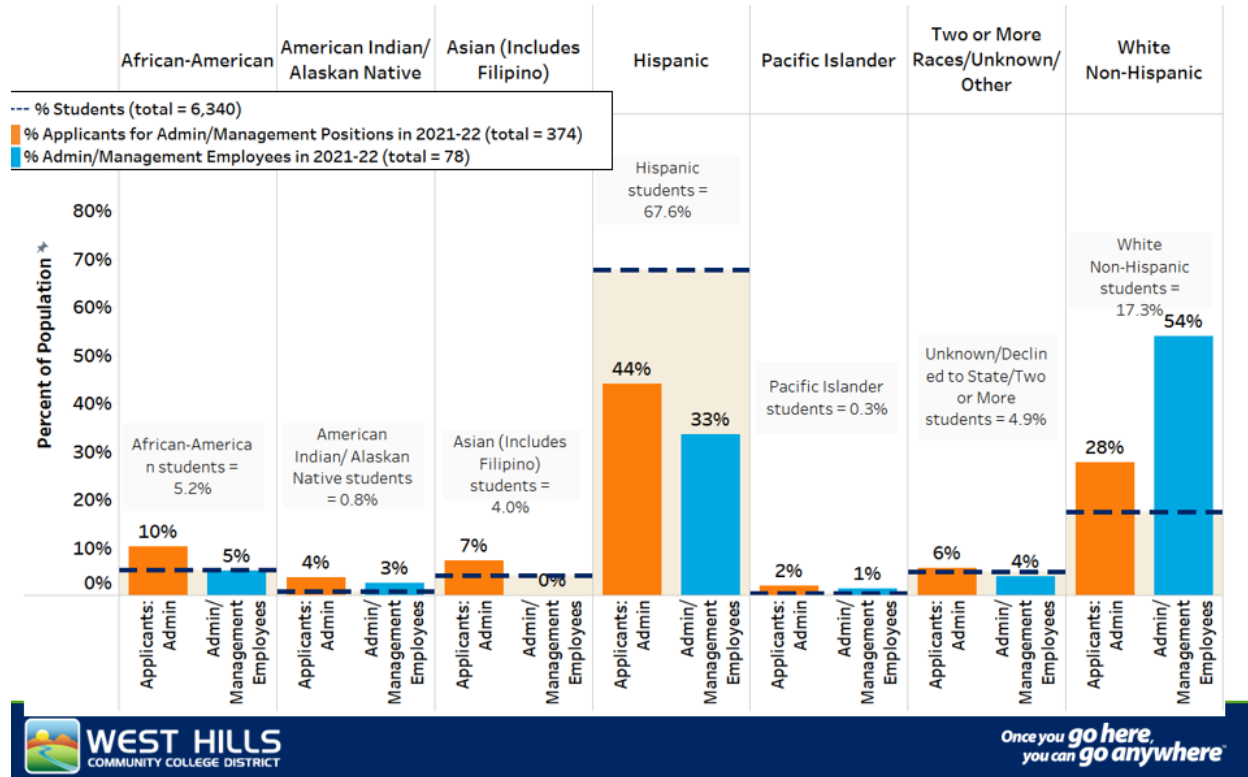


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Plan Component 11: Process for Utilizing Data to Determine Whether Monitored Groups are Underrepresented Within District Job Categories

# Admin/Management

Admin & Management: Race/Ethnicity Percentage of Applicants and Current Employees in 2021-22

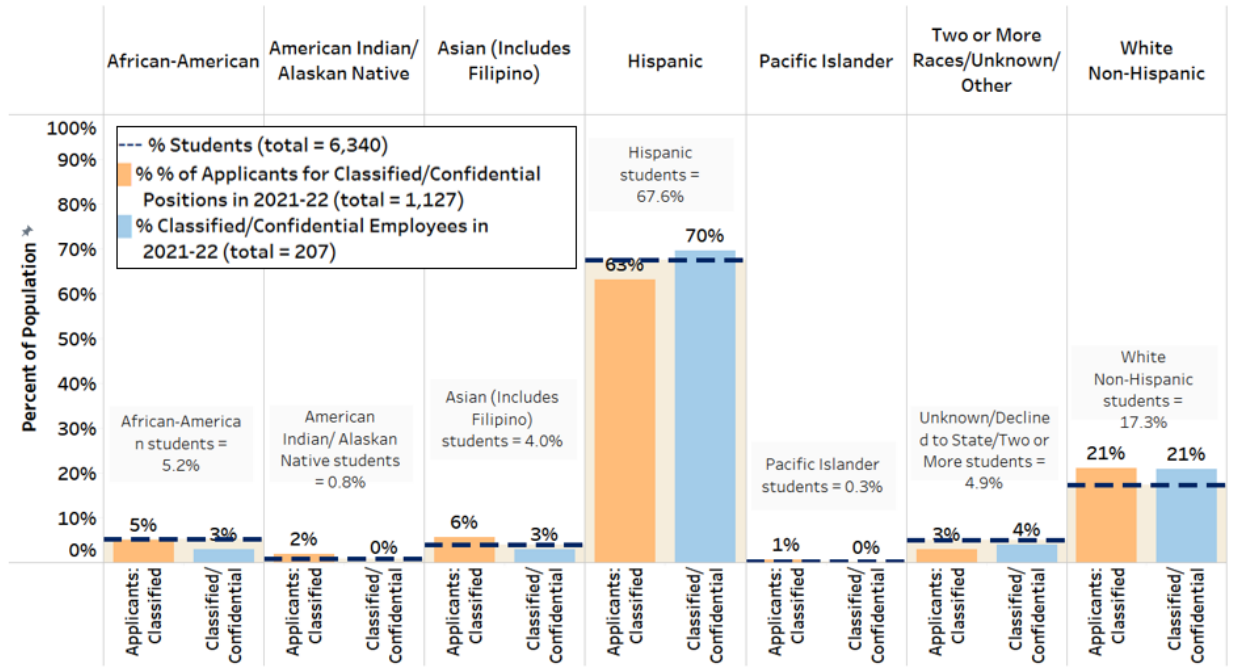


Analysis of Administrative and Management Employees in Comparison to Community Demographics

Demographic Group	Community Demographics	Actual Representation in Job Category	80 Percent Rule Analysis
African American	4%	5%	125.0%
American Indian/Alaskan Native	1%	3%	300.0%
<b>Asian</b>	<b>3%</b>	<b>0%</b>	<b>0.0%</b>
<b>Hispanic</b>	<b>69%</b>	<b>33%</b>	<b>47.8%</b>
<b>Pacific Islander</b>	<b>2%</b>	<b>1%</b>	<b>50.0%</b>
Unknown	2%	4%	200.0%
White	21%	54%	257.1%

# Classified/Confidential

Classified Employee Race/Ethnicity  
Percentage of Applicants and Current Employees in 2021-22



Analysis of Classified and Confidential Employees in Comparison to Community Demographics

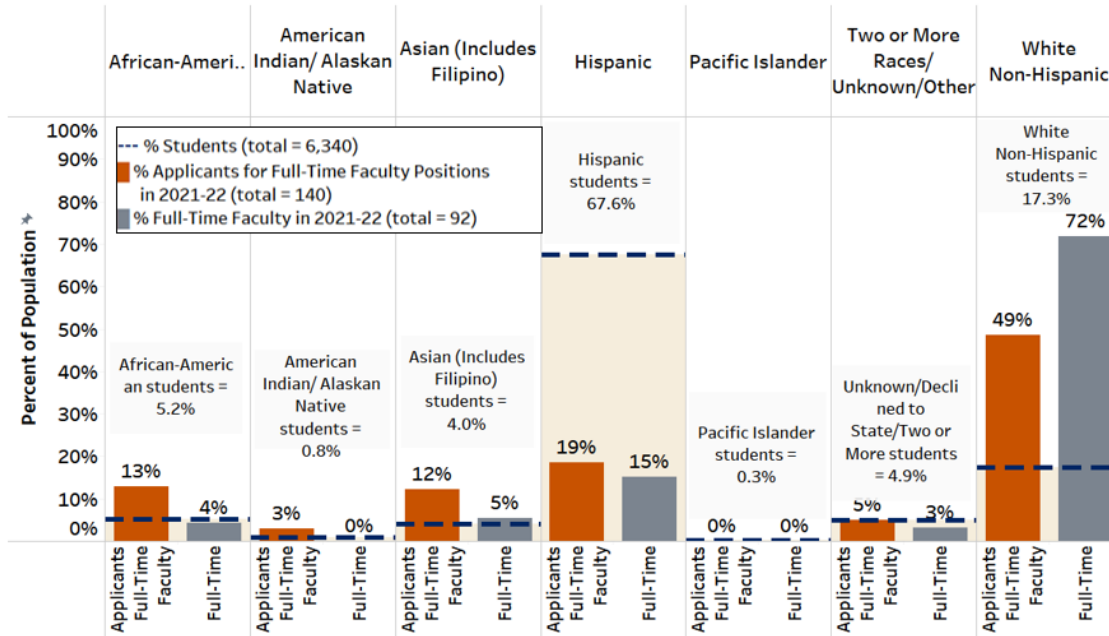
Demographic Group	Community Demographics	Actual Representation in Job Category	80 Percent Rule Analysis
<b>African American</b>	<b>4%</b>	<b>3%</b>	<b>75.0%</b>
<b>American Indian/Alaskan Native</b>	<b>1%</b>	<b>0%</b>	<b>0.0%</b>
Asian	3%	3%	100.0%
Hispanic	69%	70%	101.4%
<b>Pacific Islander</b>	<b>2%</b>	<b>0%</b>	<b>0.0%</b>
Unknown	2%	4%	200.0%
White	21%	21%	100.0%

Of all the classifications, the classified/confidential unit is the group that most reflects the student and community demographics. While the African American demographic group is below the threshold, you will note that the community demographics and job representation are very close.



# Full-Time Faculty

Full-Time Faculty Race/Ethnicity  
Percentage of Applicants and Current Employees in 2021-22



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## Analysis of Full-Time Faculty in Comparison to Community Demographics

Demographic Group	Community Demographics	Actual Representation in Job Category	80 Percent Rule Analysis
African American	4%	4%	100.0%
<b>American Indian/Alaskan Native</b>	<b>1%</b>	<b>0%</b>	<b>0.0%</b>
Asian	3%	5%	166.7%
<b>Hispanic</b>	<b>69%</b>	<b>15%</b>	<b>21.7%</b>
<b>Pacific Islander</b>	<b>2%</b>	<b>0%</b>	<b>0.0%</b>
Unknown	2%	3%	150.0%
White	21%	72%	342.9%

As with many community colleges, our faculty is the group that shows the lowest representation reflecting our students and community. The district continues its efforts in recruiting a diverse workforce and makes every effort to adjust its recruitment strategies as needed. In 2022-23, 57% of our new faculty hires were from underrepresented groups. Of that, 42% were Hispanic.

## Plan Component 12: Methods to Address Underrepresentation

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all. It values diversity and inclusion and believes that a diverse campus and community is an enriched campus and community. The District is committed to the recruitment and retention of a diverse staff and student population, one that mirrors the community we serve and believes this will prepare students for global engagement and success. In so doing, it places great emphasis on the recruitment of potential applicants to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482. 6.

To address any identified underrepresentation of monitored groups pursuant to Plan Component 12, the District will review the information and determine if underrepresentation of a monitored group is present and whether it is a result of non-job-related factors in the hiring process. The District will review its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether underrepresentation exists, because the provisions are also valuable in ensuring equal employment opportunity.

### 1) *Recruitment*

It is the goal of the District to pursue a program of verifiable recruitment that is inclusive and open to all individuals.

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, all genders, persons with disabilities, and individuals from all underrepresented groups. The Equity & Diversity Committee is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. The District will include in the recruitment section of its Recruitment and Hiring Procedures the following provisions:

- a) For any job category where continuing underrepresentation exists, the District will apply the recruitment procedures set forth in title 5, section 53021 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract unless the Chancellor or his/her designee first notifies the governing board and the Equity & Diversity Committee in writing of the compelling reason to limit the persons who may be considered for a vacancy in a job category where underrepresentation persists.
- b) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:

- (1) General circulation newspapers, general circulation publications, social media and other avenues deemed appropriate.
  - (2) Local and regional community newspapers.
  - (3) Newspapers, publications, and/or radio and television stations that provide information in languages other than English and to low-income communities.
  - (4) Publications, including electronic media that are distributed to the general market and to newspapers, publications whose primary audience is comprised of groups found to be underrepresented in the district's workforce.
  - (5) Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the district's workforce.
- c) At least every two years, or when necessary, the District shall host an open house for persons interested in employment with the district. The open house will allow potential candidates to meet deans, faculty, and classified employees of the district. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the district's commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house.

## 2) *Job Announcements*

The District's Recruitment and Hiring Procedures section will be revised to include the following provisions:

- a) Job announcements will clearly state job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, sexual orientation, gender identity and ethnic backgrounds of community college students. For faculty and administrative positions, requirements will also include knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination. All faculty and administrative positions will state as a preferred or desired qualification knowledge of multiculturalism and training in cultural proficiency. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. For positions in which equivalency is appropriate, the District will add language stating as such and will ink appropriate process and/or form. All job

announcements shall state that the district is an Equal Opportunity Employer.

- b) For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the district will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

3) *Review of Initial and Qualified Applicant Pools*

Initial applicant pools will be reviewed for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee. The District's Recruitment and Hiring Procedures will be revised to include the following provisions:

- a) . The application for employment shall provide for self-identification of the applicant's gender (including non-binary options), ethnic group identification and, if applicable, disability. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the district's equal employment opportunity program, or another similar purpose authorized by law.
- b) *Initial Applicant Pool:* The initial applicant pool is composed of all applications received by the application deadline. Once the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the Director of Human Resources or designee.

All initial applications shall be screened to determine which candidates satisfy the job specifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the "qualified applicant pool."

- c) *Qualified Applicant Pool:* The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description. . Districts shall conduct an initial demographic review of the qualified applicant pool before an application deadline for a district position closes. If the pool's candidate diversity is not consistent with the diversity goals of the EEO Plan, the district may extend the search period. If adverse impact is found to exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

**Step 1:** Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the district.

**Step 2:** Including all applicants who were screened out based on any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law.

**Step 3:** If the minimum qualifications stated on the job announcement are changed, the job announcement will be reposted.

**Step 4:** If adverse impact persists after taking **Steps 1** and **2** above, the selection process may proceed only if:

- (i) The job announcement does not require qualifications beyond the statewide minimum qualifications, or
- (ii) Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.

The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the EEO Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors that are not job related, appropriate action shall be taken. This applicant pool data shall be reviewed in conducting the analysis described in section 53006(a).

**Step 5:** Once the qualified applicant pool is approved, the pool will be forwarded to the screening/ selection committee for paper screening, interviews, and final recommendations for hiring consideration.

- d) The District will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the district was unable to verify under *Step (c) 2* above unless such qualifications are so verified in advance of commencing any such future hiring process.

#### 4) *Screening/Selection Committee Procedures*

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

Hiring Procedures will be revised to include in its section on applicant screening by screening/selection committees the following provisions:

- a) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
  - (1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, sexual orientation, gender identity and ethnic backgrounds of community college students;
  - (2) Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, of training in cultural proficiency, and knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination;
  - (3) Based solely on job-related criteria; and
  - (4) Designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.
- b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- c) The equal employment opportunity officer should approve the makeup of selection/screening committees. If the equal employment opportunity officer does not approve a selection/screening committee for lack of diversity, they will take necessary steps to remedy the lack of diversity.
- d) Before a person can serve on a selection/screening committee, they must receive equal employment opportunity and diversity training.
- e) Interviews must include at least one question which assess the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency.
- f) All screening materials must be approved for compliance with equal employment opportunity principles.
- g) Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:

- (1) After the selection/screening committee has conducted the paper screening and **prior** to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.
  - (2) After the applicants have been interviewed and **prior** to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- h) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the chancellor or his/her designee will do the following:
- 1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
  - 2) When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
  - 3) If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as job-related and consistent with business necessity, the use of such locally established qualifications will be immediately discontinued and any applicants eliminated based on such qualifications will be placed back in the pool and continue to be considered during the hiring process.
  - 4) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- i) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating.
- j) The governing board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.

- k) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the *Plan*, the District will request the Equity & Diversity Committee to recommend new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.

5) *Retention*

The District acknowledges the importance of retaining its diverse talent and offers growth opportunities to those eligible. Retaining our talent creates a skilled and committed workforce to the District in its pursuit of student success.

- a) Employee Scholars Program: The Employee Scholars Program, established in 2001, is a reimbursement program offered to all eligible full-time employees of the District. This program allows for reimbursement of 100% up to \$400.00 per unit up to a maximum of 10 units per year. Over its inception, this program has assisted 172 employees with their educational attainments.
- b) Upskill Level-Up: Upskill is an academic year program designed to educate, inform, encourage and mentor WHCCD employees' careers, across roles and locations. Led by the Executive Team of the District, those selected will have the opportunity for inclusive excellence, mentorship/job shadowing and dialogue groups with the understanding leadership must be at the center of our work with students, employees, and communities we serve. As a part of the program, participants will complete the Intercultural Conflict Style Inventory and Intercultural Development Inventory. Participants will have the opportunity for 1:1 dialogue regarding their results and will also participate in group discussion. The goal is to develop deep cultural self-awareness, understanding of the experiences of people from different cultural communities and behavior shifting.
  - At its inception, the program was designed for classified professionals. The first cohort had a total of 23 participants with over 60% identifying as Hispanic and/or Latinx and 85% female which closely matches our community and student population.
  - In 2022.23, the District opened the program to other classifications and selected 19 participants. This second cohort reflects over 40% Hispanic and/or Latinx and 70% female.
  - Our cohort for 2023.24 includes 20 participants from our classified, management and faculty groups. This cohort reflects over 60% Hispanic and/or Latinx and female participants.




**Plan Component 13:** Selection of Specific Pre-Hiring, Hiring, and Post Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation (Multiple Methods Integration)

**EEO PLAN COMPONENT 13**

**West Hills Community College District ACTIVITIES  
DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITY**

IMPLEMENTATION  →	Who	What/When	Effectiveness Metrics & Review
<b>PRE-HIRING</b>			
<b>Review and update District EEO/DEI policy statement.*</b> <b>(53024.1(k))</b> *Cross-reference Plan Component 3	Office of the Chancellor/Board of Trustees	<b>The Chancellor’s Office will work with the Board of Trustees to review the policy statement and update accordingly on an annual basis.</b>	Survey of students, faculty and staff regarding statement.
<b>Addressing diversity issues in a transparent and collaborative fashion.</b> <b>(53024.1(o))</b>	Human Resources Department	<b>The Human Resources Department, along with administration, will share demographic data during EEO training and as requested. The Board of Trustees will also review annually.</b>	Review and analysis of survey data by Human Resources.

<b>IMPLEMENTATION</b> 	<b>Who</b>	<b>What/When</b>	<b>Effectiveness Metrics &amp; Review</b>
		<b>Work with the Office of Institutional Research to include in climate survey for employees. If a climate survey is not conducted, it can be included in the annual survey from Human Resources.</b>	
<b>Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.</b>	Chancellor's Office/Human Resources	<b>During year one, the district will work on revising the administrator evaluation to include appropriate equal employment opportunity deliverables.</b>  <b>In year two, the district will implement for the annual review cycle.</b>	Evaluating administrator to review goals and how they have impacted the districts goals.

<b>HIRING</b>			
<p><b>Consistent and ongoing training for hiring committees.</b> (53024.1(c)) *Cross reference Plan Component 8.</p>	<p>Human Resources Department will conduct training.  All employees will receive training.</p>	<p><b>The Human Resources Department will provide training to educate employees on the following:</b></p> <ul style="list-style-type: none"> <li>• <b>EEO Plan and its components</b></li> <li>• <b>Requirements of 53005 and State/Federal Discrimination Laws</b></li> <li>• <b>Identification and Elimination of Bias</b></li> <li>• <b>Educational benefits of workforce diversity</b></li> <li>• <b>Review of student and community service area demographics</b></li> </ul> <p><b>All new employees will be assigned training upon hiring. In-person training to be done in the spring with Zoom options throughout the year.</b></p>	<p>Human Resources will provide the Equity &amp; Diversity Committee a list of those who have completed the training and the schedule every Fall.</p> <p>Effectiveness will be reviewed based on the demographics of the pools.</p>
<p><b>Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle.</b> (53024.1(g))</p>	<p>AVC of Human Resources</p>	<p><b>The Associate Vice Chancellor of Human Resources will provide training to educate on the following:</b></p> <ul style="list-style-type: none"> <li>• <b>EEO Plan and its components</b></li> <li>• <b>Requirements of 53005 and State/Federal Discrimination Laws</b></li> <li>• <b>Identification and Elimination of Bias</b></li> <li>• <b>Educational benefits of workforce diversity</b></li> <li>• <b>Review of student and community service area demographics</b></li> </ul>	<p>The AVC of Human Resources will work with the Chancellor to establish objectives. Effectiveness will be assessed by engagement and interactions with Board members.</p>
<p><b>Incentives for hard-to-hire areas/disciplines.</b></p>	<p>Human Resources Department</p>	<p><b>Review current policies and procedures and make recommendations on changes if deemed appropriate.</b></p>	<p>Review of who accepted and declined offers.</p>
<p><b>Focused outreach and publications.</b></p>	<p>Human Resources Department</p>	<p><b>Review current list of outreach conducted and publications used in the past year. Adjust as necessary based on recommendations from the Equity &amp; Diversity Committee.</b></p>	<p>Review and analyze demographic data and compare to previous years. HR will add publications to NeoGov for tracking.</p>

<b>POST-HIRING</b>			
<b>Conduct campus climate surveys &amp; use this information.</b> <b>(53024.1(a))</b>	Office of Institutional Research Human Resources Department	<b>OIR and HR to develop a schedule for a climate survey to be conducted. They will work on determining cycle and information to include.</b>	District leadership to review and analyze survey.
<b>Conduct exit interviews &amp; use this information.</b> <b>(53024.1(b))</b>	Human Resources Department	<b>Exit interviews are conducted via survey before an employee leaves the district.</b>	Human Resources to review the results annually and share recommendations to Chancellor's Executive Cabinet and Equity & Diversity Committee, if applicable.
<b>Professional development, mentoring, support and leadership opportunities for new employees.</b> <b>(53024.1(e))</b>	District Leadership Human Resources Department	<b>The district, to the best of its abilities, will continue to encourage and offer staff the ability to attend professional development activities.</b>  <b>It is the goal of the district to continue the Upskill leadership program as it recognizes the importance of internal professional development.</b>	Analysis of those in internal PD programs. Review of who has achieved their goals and/or promoted.
<b>Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 &amp; 12 and the EEO Plan.</b>	Human Resources Department	<b>The Human Resources Department will work on setting up a variety of steps in the exam plan of the hiring process to ensure evaluation of applicants at all levels of the hiring process including who is applying, who is being offered first level interviews, who is offered final interviews and who is hired.</b>  <b>It is the goal of the department to have initial set-up by Year One.</b>	Review and analyze applicant EEO report.

## Appendix A

### Annual Written Notice to Community Based and Professional Organizations

Along with all local school districts, West Hills Community College District will also send notification to the following community partners:

1. City of Avenal
2. City of Coalinga
3. City of Firebaugh
4. City of Fresno
5. City of Hanford
6. City of Huron
7. City of Lemoore
8. City of Mendota
9. City of San Joaquin
10. Coalinga Chamber of Commerce
11. County of Kings
12. Fresno Chamber of Commerce
13. Greater Kings County Chamber of Commerce
14. Hanford Chamber of Commerce
15. Lemoore Naval Air Station
16. Santa Rosa Rancheria

This list will be subject to change as additional community-based partners and professional organizations are identified.