

**Barstow Community College District
Equal Employment Opportunity and Staff Diversity Plan**

October 2023



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Preface

Purpose of EEO and Staff Diversity Plan

The Barstow Community College District EEO and Staff Diversity Plan (“EEO Plan”) guides the development, implementation, and monitoring of the District’s efforts to foster equal employment opportunity and workplace diversity. This EEO Plan complies with and fulfills the District’s legal responsibilities as set forth in applicable state and federal nondiscrimination statutes, Education Code section 87106(b) and the Board of Governors regulations on equal employment opportunity hiring.

An “Equal Employment Opportunity Plan” is a written document in which a California community college district’s workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity. All districts are responsible for the preparation of an equal employment opportunity plan to be submitted to the Chancellor’s Office.

“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 and in all job categories listed in section 53004(a) of title 5. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals.

Objectives of EEO and Staff Diversity Plan

The objectives of the District’s EEO and Staff Diversity Plan are to:

- Address the minimum legal requirements for the District’s equal employment opportunity plan, pursuant to section 53003 of title 5.
- Provide guidance to the District in its goal of achieving a diverse workforce.
- Provide sample forms to allow the user to visualize outcomes.
- Assist in the training of faculty and staff on the components of the Equal Employment Opportunity Plan requirements.

Plan Component 1: Introduction

Equal Employment Opportunity is paramount to a diverse and inclusive workforce. The Barstow Community College Equal Employment Opportunity (EEO) and Staff Diversity Plan formalizes the District's commitment to fostering a working and learning environment of opportunity, diversity and inclusion.

The Plan reflects the District's commitment to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of a continually changing and diverse student body and community.

At BCC, we also believe that representation provides dimension, visibility and validation to diverse identities and experiences. It shapes what students and employees imagine as possible for themselves and others and inspires them to persevere in working toward achieving their aspirations. The EEO and Staff Diversity Plan provides guidance on enhancing the extent to which our faculty and staff are representative of the communities we serve.

Superintendent/President's Signature

Dr. Eva Bagg, Superintendent-President

Plan Component 2: Definitions

CCR, Title 5, § 53001

A. *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 a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

B. *Diversity*: "Diversity" means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.

C. *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 all job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, 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, 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. *Equal Employment Opportunity Plan*: An "equal employment opportunity plan" is a written document that describes the district's EEO program. A district's EEO plan shall include:

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

E. *Equal Employment Opportunity Programs*: "Equal employment opportunity programs" 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*: "In-house or promotional only" hiring means that only existing district employees are eligible for a position.

G. *Job Categories*: "Job categories" include 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*: "Monitored group" means the groups for which districts must provide demographic data pursuant to section 53004.

I. *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 a major life activity difficult.

J. *Reasonable Accommodation*: "Reasonable accommodation" means the efforts made by the district in compliance with Government Code section 12926.

K. *Screening or Selection Procedures*: "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*: "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.

Plan Component 3: Policy Statement

CCR, Title 5, § 53002

[See also BCCD Board Policy/Administrative Procedure 3410, 3420, 7100 and 7120]

Barstow Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success and an inclusive, equity minded campus culture. The Board recognizes that diversity, equity, inclusion and access in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students and employees. The Board is strongly committed to hiring and staff development processes that support the goals of equal opportunity, diversity, equity, inclusion, and access.

Barstow Community College District supports building a diverse and accessible environment that fosters intellectual and social advancement. All District programs and activities seek to affirm pluralism of beliefs and opinions, and diversity of gender, race, ethnicity, background, geography, socio-economic status, family status, ability status, sexual orientation, gender expression/identity, political inclination, religious affiliation, age, and disability.

Barstow Community College District recognizes that our differences, as well as our

commonalities promote inclusion, diversity of thought, and global perspectives which lead to an enhanced educational experience.

The District understands and reflects in this EEO Plan that the maintenance of a diverse and inclusive work and educational environment is an on-going process that requires sustained effort. This EEO Plan shall also be regularly reviewed at least every three years and updated to ensure compliance with applicable federal and state laws.

Plan Component 4: Delegation of Responsibility, Authority and Complaints

CCR, Title 5, §§ 53003(c)(1) and 53020

It is the goal of Barstow Community College District that all employees promote and support equal employment opportunity because such a goal 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, ensuring equal employment opportunity as described in the Plan, and for making measurable progress toward equal employment opportunity by the strategies described in the District’s EEO plan. The Governing Board is responsible for adopting a Plan that is in compliance with the provisions of the California Code of Regulations. Further, the Board of Trustees will oversee the Chancellor’s responsibility to ensure the EEO Plan shall:

- a. Be developed in collaboration with the District’s Equal Employment Advisory Committee;
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item; and not part of the consent agenda;
- 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.” (See sections 53003(a) and 53020.)

2. Superintendent/President

The Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District’s equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges. The Superintendent/President shall evaluate the performance of all administrators who report directly to him/her on their ability to follow and implement the Plan.

3. District Equal Employment Opportunity Officer

The District has designated the Chief Human Resources Officer (CHRO) as its District Equal Employment Opportunity Officer. The CHRO is responsible for the day-to-day implementation of the Plan. If the designation of the District 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 District 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 District Equal Employment Opportunity Officer is also responsible for receiving complaints described in Plan Component 6 of this Plan and for ensuring that applicant pools and selection procedures are properly monitored.

4. Equal Employment Opportunity and Diversity Committee

The District has established an Equal Employment Opportunity and Diversity Committee to act as an advisory body to the District 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 and Diversity Committee assists in the development and implementation of the Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides 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

A good faith effort is one that is honest and taken with sincere intent. The District shall make a continuous good faith effort to comply with all the requirements of its Plan.

Plan Component 5: EEO and Diversity Committee

CCR, Title 5, § 53005

[See also BCCD Board Policy/Administrative Procedure 3410]

The District has established an Equal Employment Opportunity and Diversity Committee to assist the District in the development, implementation, and revision of its Plan and to advise the District on personnel matters relating to equal employment opportunities. The Equal Employment Opportunity and Diversity Committee will review staff demographic data and other relevant data for the purpose of advising the District and assisting in its commitment and goals in achieving equal employment opportunities. Members of this advisory committee as well as members of the district governing board shall receive training in all of the following:

- a) the requirements of Title 5, Section 53000 et. seq. 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 drafting and implementing a district EEO plan.

The composition of the Equal Employment Opportunity and Diversity Committee shall approximate a balance between employee groups and a student member and shall include a diverse membership.

The District Equal Employment Opportunity and Diversity Committee members shall be appointed in accordance with the Participatory Governance Handbook and shall serve for a period of at least one year. The Committee shall meet at least twice each semester.

Plan Component 6: Complaints

CCR, Title 5, §§ 53003(c)(2), 53026, and 59300 et seq.

[See also BCCD Board Policy/Administrative Procedure 3430]

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). 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. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. The Unlawful Discrimination form may be found at: https://www.barstow.edu/sites/default/files/media/pdf_document/2021/discrimcomplaintform-ada.pdf or by going to Barstow.edu/about-bcc/human-resources and clicking on the “HR Forms” button.

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. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (180) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (180) day limitation.

Complaints alleging violations of the EEO regulations, 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 complaint shall be filed with the Chief Human Resource Officer who serves as the District Equal Employment Opportunity Officer. If the complaint involves the District Equal Employment Opportunity Officer, the complaint may be filed with the Superintendent /President. An investigation will be conducted to gather facts and help resolve the complaint. A written determination on all accepted written complaints will be issued to the complainant within ninety

(90) days of the filing of the complaint. The District Equal Employment Opportunity Officer will forward copies of all written complaints to the State Chancellor's Office upon receipt.

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

¹ See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: <http://extranet.cccco.edu/Divisions/Legal.aspx>

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

The District has adopted separate policies and procedures for the processing of complaints alleging unlawful discrimination or harassment. These policies and procedures are located in the “*Board Policy/Procedure Section: General Personnel Administration BP 3410, 3420, 3430 and AP 3410, 3420, 3430*,” and on the District website at: <http://www.barstow.edu>.

Plan Component 7: Notification to District Employees

CCR, Title 5, § 53003(c)(3)

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity and diversity is emphasized through the broad dissemination of its Equal Employment Opportunity and Diversity Policy Statement and the Plan. The policy statement will be included in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District’s Board of Trustees, the Superintendent/President, administrators, the President of Academic Senate, Union Presidents, and members of the District Equal Employment Opportunity and Diversity Committee. The Plan will be available on the District’s website, and when appropriate, may be distributed by e-mail.

Each year, the District will provide all employees with a copy of the Board’s Equal Employment Opportunity Policy and Diversity Statement (located in Plan Component 3 of this Plan) and written notice summarizing the provisions of the District’s Equal Employment Opportunity and Diversity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

- 1) The importance of the employee’s participation and responsibility in ensuring the Plan’s implementation and;
- 2) The locations where complete copies of the Plan are available, including the campus library, on the District’s public internet and intranet sites, the Office of the Superintendent/President, the Office of Human Resources, Academic Affairs, Student Services, Administrative Services, State Center, and Fort Irwin Campus.

Plan Component 8: Training for Screening Committees

CCR, Title 5, §§ 53003(c)(4) and 53020(c)

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening of personnel shall receive appropriate training on:

- 1) the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.);
- 2) the requirements of federal and state nondiscrimination laws; the requirements of the District’s Equal Employment Opportunity and Diversity Plan;
- 3) the District’s policies on nondiscrimination, recruitment, and hiring;

- 4) the values and educational benefits of a diverse workforce
- 5) managing conscious and unconscious bias and eliminating bias in hiring decisions;
- 6) and best practices in serving on a selection/screening committee.

A person serving on a screening committee must have either completed training or served on a prior screening committee within one year of their current service but in no event will a person serve on a screening committee who has not received training within the last 24 months. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening committees. A list will be maintained by the EEO Officer and will be housed in Human Resources. In practice, the district works with employees serving on screening committees to update their training annually. This list will be provided to represented employee leadership each semester to reference when assigning members to screening committees in accordance with administrative procedure Administrative Procedure 7120. Screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants

Training is provided by the EEO Officer, or designee, and may be offered in live sessions as well as virtually, utilizing Keenan's SafeColleges portal, Diversity, Equity and Inclusion (DEI) Practices, or training provided through the Vision Resource Center, Recognize Bias in Recruitment.

The District Equal Employment Opportunity Officer, or qualified human resources staff member is responsible for providing the required training. Any individual, whether or not an employee of the District, who acts on behalf of the District with regard to the recruitment and screening of applicants for employment, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity and Diversity Plan.

Plan Component 9: Annual Written Notice to Community Organizations
CCR, Title 5, § 53003(c)(5)

Human Resources will provide annual written notice to appropriate community-based and professional organizations concerning the EEO and Diversity Plan. In an ongoing effort to partner with local and national resources, the district will review organizations, considering their mission and performance to determine appropriate organizations. The notice will inform these organizations that they may obtain a copy of the Plan and shall solicit their assistance in identifying qualified candidates from diverse backgrounds. The notice will include a summary of the Plan. The notice will also include the Internet address where the District advertises its job openings and the names, departments, and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations that will receive this notice is attached to this Plan in Appendix A. This list may be revised from time to time as necessary.

Plan Component 10: Analysis of District Workforce and Applicant Pools

CCR, Title 5, § 53003(c)(6)

The Human Resources Department will annually collect the District's employee demographic data and shall monitor applicants for employment on an ongoing basis, utilizing the 80% rule for determining underrepresentation, in order to evaluate the District's progress in implementing the Plan and to provide data needed for the reports required by this Plan. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities. As of the data pulled in May 2023, the district does not have any permanent employees identifying as non-binary. This data will continue to be monitored and reported appropriately in future updates.

For purposes of the data collection and report each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender (including non-binary options) ethnic group identification and, if applicable, her or his 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 committee and hiring administrator(s). The District will annually report to the Superintendent-President the results of its annual data collection. At least every three years the Plan will be reviewed 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

District Workforce Analysis

EEO Data Collection Monitored Group Definitions:

GENDER IDENTIFICATION: The District requested employees to self-identify as **Female, Male or Non-Binary**.

RACE AND ETHNICITY IDENTIFICATION: The District requested that employees self- identify into the following ethnicity categories-

1. **Hispanic or Latino** –A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
2. **White Caucasian** (Not Hispanic or Latino) - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
3. **Black African American** (Not Hispanic or Latino) - A person having origins in any of the black racial groups of Africa.
4. **Asian or Other Pacific Islander** (Not Hispanic or Latino) - Persons having origins in any of

the original peoples of the Far East, Southeast Asian, the Indian subcontinent, or the Pacific Islands. This category includes, for example, persons of Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian decent.

5. American Indian or Alaska Native (Not Hispanic or Latino) - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

The District will disaggregate the Asian category from one (1) Asian ethnic group identification to the following two (2) Asian ethnic group identifications:

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

-- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. The District understands that some persons may identify with multiple ethnic groups, but they shall be counted in only one ethnic group for reporting purposes. All persons will be asked to designate the ethnic group with which he or she most closely identifies.

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

“Disabled person” means any person who (1) has a physical or mental impairment that limits one or more of such person’s major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.

“Major life activities” means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

EEO Data Collection Monitored Group Identification issue:

There are significant numbers of employees who decline to state their gender, ethnicity, or disability status with the District. The District shall make an effort to accurately capture this information and encourages all persons to provide the above data but understands that this information is voluntarily collected and will not require employees to respond. The District shall distribute its EEO Identification Survey each year during the Fall Semester.

Historical data is provided in Appendix B and exemplifies the manner in which future data shall be collected.

Plan Component 11: Analysis of Degree of Underrepresentation

Section 53003(c)(9) of Title 5 requires that community college districts shall utilize data available from reliable public and private sources to determine, whether monitored groups are underrepresented within district job categories. Districts must analyze the degree to which

monitored groups are underrepresented in comparison to their representation in the field or job category in which they are applying. The District will utilize the 80% rule as the standard to determine underrepresentation in a monitored group. The District EEO Officer shall be responsible for developing procedures to implement this requirement if and when availability data becomes available.

Note: The limits placed on data analysis in this section do not affect the District's obligation to review and compare data regarding the District's own employees and applicants.

Plan Component 12: Methods to Address Underrepresentation

1. Underrepresentation based on availability data.

Section 53003(c)(8) of Title 5 requires EEO Plans to identify steps to be taken if the analysis pursuant to Section 53003(c)(10) and Component 11, reveals underrepresentation of a monitored group. Should the State Chancellor provide the available data necessary to conduct this analysis, the District EEO Officer will be responsible for developing appropriate measures for addressing findings of underrepresentation.

2. Underrepresentation within the District's workforce and/or applicant pools.
CCR, Title 5, §§ 53003(c)(9)

The District will review the information gathered pursuant to Plan Component 10, to determine if the underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of Plan Component 13, the phases of the employment process are pre-hiring, hiring, and, post-hiring.

1. Longitudinal analysis of data regarding job applicants, gathered pursuant to Plan Component 10, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool;
2. Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate underrepresentation of a monitored group; and
3. Analysis pursuant to section 53003(c)(9) to determine whether the group is underrepresented.

Where the above-described review identifies that the underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, the District shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

1. Review its recruitment procedures and identify and implement any additional measures that might reasonably be expected to attract candidates from the underrepresented group;

2. Consider various other means of reducing the underrepresentation that does not involve taking monitored group status into account, and implement any such techniques that are determined to be feasible and potentially effective;
3. Determine whether the group is still underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place for a reasonable period of time; and
4. Review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
 - a. Any requirements of federal law; and
 - b. Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or
5. Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this subdivision;
6. Continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available that would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and
7. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

Nothing in this Plan Component shall be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law. These steps may include:

- 1) Having the Equal Employment Opportunity and Diversity Committee, in conjunction with appropriate human resources staff, review the district's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- 2) Increasing the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.

- 3) Requiring that the responsible administrator for the division or department where the underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, recruitment and hiring action plan to assist in addressing the underrepresentation. The action plan will include, but is not limited to:
 - a) Additional locations or resources to advertise positions that would likely attract candidates from the underrepresented groups;
 - b) Promotion of curricular offerings that would assist in attracting candidates from underrepresented groups;
 - c) Additional training for current faculty and staff on the value of a diverse workforce;
- 4) Recommended changes to the job announcement and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the underrepresented group.
- 5) Focusing attention on its intern programs where graduate students will be provided the opportunity to co-teach a class offered by the district in the underrepresented discipline.
- 6) Actively monitoring the representation rate of each group, which was identified as being underrepresented in one or more categories. If underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the district will:
 - a) Review each locally established “required”, “desired”, or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
 - b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.
 - c) Analyze the feasibility of increasing the recruitment budget for another three years.
 - d) Develop a recruitment committee composed of the Superintendent-President, the Equal Employment Opportunity Officer, the dean or responsible administrator for the division or department where the underrepresentation persists and members of the Equal Employment Opportunity and Diversity Committee to review the effectiveness of the recruitment and hiring program described in *section 3* above. The committee will provide recommendations to modify the recruitment and hiring program to better address the underrepresentation.

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

CCR, Title 5, §§ 53003(c)(9) and 53024.

The District is responsible for developing and implementing strategies designed to promote the diversity of its workforce at all levels and demonstrate the District’s institutional commitment to diversity. This process shall include the following components.

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity, the development of a diverse workforce, and the creation of an inclusive, equitable, and fair working and learning environment. 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 and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

The District shall take steps to promote, on an ongoing basis, equal opportunity, workplace diversity and an inclusive work environment. The District shall also take steps to monitor its progress in these areas.

The Chief Human Resource Officer (CHRO) shall ensure that specific steps utilized by the District are identified and updated on a regular basis. These steps may include any of the examples listed below, or other measures as identified and developed by the Equal Employment Opportunity and Diversity Committee in close consultation with the CHRO. In identifying and implementing strategies, the CHRO will:

1. Work closely with the committee, as noted above.
2. Annually identify steps that shall be taken.
3. Select strategies that, over time, will produce comparative longitudinal information.
4. Operate collaboratively and transparently with all stakeholders.

A. Recruitment and Hiring Strategies

It is the policy of the district to aggressively 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, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity and 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:

- (1) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:
 - General circulation publications, including electronic media.
 - Circulation, when available, in languages other than English and to low- income communities.
 - Publications, including electronic media that are distributed to the general market, and whose primary audience is comprised of groups found to be underrepresented in the district's workforce.
 - Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing participation by groups found to be underrepresented in the district's workforce.
- (2) At least every two years, or when employment data indicate a necessity, the district shall host an open house/hiring event for persons interested in employment with the District. The open house will allow potential candidates to meet administrators, 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/hiring event.

The district's recruitment and hiring procedures section on "Job Announcements" will be revised to include the following provisions:

- (1) Job announcements will clearly state job specifications setting forth the knowledge, skills, and abilities necessary for job performance.
- (2) For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- (3) 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.

- (4) All job announcements shall state that the district is an “Equal Opportunity Employer.”

B. Examples of the additional strategies that may be utilized by the District to promote diversity include:

- 1) Conduct diversity dialogues, forums, and cross-cultural workshops.
- 2) Involve guest speakers from underrepresented groups who are in leadership positions and who may engage both students and employees.
- 3) Highlight the District’s equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
- 4) Conduct campus climate studies to identify areas for attention.
- 5) Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 6) Offer a series of Equal Employment Opportunity /diversity workshops for faculty and staff.
- 7) Evaluate administrators yearly on their ability and efforts to meet the District’s equal employment opportunity and diversity efforts.
- 8) Maintain an Equal Employment Opportunity online presence on the District’s website by highlighting the District’s diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs. The website will also list contact persons for further information on all of these topics.
- 9) Promote various cultural celebrations on campus.
- 10) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- 11) Maintain No Place for Hate designation that is visible and valued.
- 12) Promote leadership opportunities, such as the Latina Leadership Network, for staff, faculty and students.
- 13) Seek direct contact with student, professional, community and other organizations

that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

- 14) Conduct exit interviews with employees who voluntarily leave the district, maintain a database of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information;
- 15) Maintain a variety of programs to support newly hired employees such as mentoring, professional development, and leadership opportunities
- 16) Audit and update job descriptions and/or job announcements
- 17) Ensure the timely and thorough investigation of all harassment and discrimination complaints.

Additional information can be found as part of the multiple measures table in Appendix C.

APPENDIX A

Organizations listed below are not exhaustive.

Community Based

A Greater Hope	https://aghope.org/
Barstow Chamber of Commerce	https://barstowchamber.com/
City of Barstow	https://www.barstowca.org/
High Desert Section National Council of Negro Women	http://hdsncnw.com
Jobs Daughters International	https://jobsdaughtersinternational.org/
Kiwanis International Inc.	https://www.kiwanis.org/
Los Angeles LGBT Center	https://lalgbtcenter.org/
National Association for the Advancement of Colored People	https://naacp.org/
National Council of La Raza	https://unidosus.org/
On the Rise, Inc.	https://ontheriseinc.com
San Bernardino County Superintendent of Schools	https://www.sbcss.k12.ca.us/index.php/en/
Soroptimist International of the Americas, Inc.	https://www.soroptimist.org/
United Way	https://www.unitedway.org/#
VFW	https://www.vfw.org/
Victor Valley Family Resource Center	https://vvfrc.org/

Professional Organizations

A Black Education Network (ABEN)	https://www.aben4ace.org/
A2mend	https://A2mend.org
AAPIP	https://aapip.org
Able-Disabled Advocacy	https://www.able2work.org/
Academic Diversity Search, Inc.	https://www.academicdiversitysearch.com/
CA.gov	https://www.calcareers.ca.gov/
California Community Colleges Jobs Registry	https://www.cccregistry.org/jobs/index.aspx
Colegas	https://cccolegas.org
disABLEDperson	https://www.disabledperson.com/
Diverse: Issues in Higher Education	https://www.diverseeducation.com/
EDJOIN	https://www.edjoin.org/
Gay and Lesbian Alliance (GALA)	https://galacc.org/
Higher Ed Jobs	https://www.higheredjobs.com/
Hispanic Outlook in Higher Education	https://www.hispanicoutlook.com/
Inside Higher Ed	https://www.insidehighered.com/
Insight into Diversity	https://www.insightintodiversity.com/
Latina Leadership Network	https://llnccc.org/
National Association for Equal Opportunity in Higher	https://www.nafeonation.org/

Education

Parents, Families and Friends of Lesbian and Gays
(PFLAG)

Puente Project | Center for Educational Partnerships

The Chronicle of Higher Education

Umoja

VetWorks

Women in Higher Education

<https://pflag.org/our-story/>

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

<https://www.chronicle.com/>

<https://umojacommunity.org/>

<https://vetwork.org/>

<https://www.wihe.com/>

APPENDIX B

HISTORICAL DEMOGRAPHIC DATA

Barstow Community College District (BCCD) Workforce Analysis:

Employee Type	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race
All Employees	Fall 2021	291	165 (57%)	126 (43%)	2 (<1%)	20 (7%)	28 (10%)	80 (27%)	128 (43%)	33 (11%)
	Fall 2022	285	161 (56%)	124 (44%)	3 (1%)	23 (8%)	27 (9%)	77 (27%)	126 (44%)	29 (10%)
Exec/Admin	Fall 2021	30	22	8	0	1	4	11	14	0
	Fall 2022	28	21	7	0	1	1	10	14	2
Faculty Full-Time	Fall 2021	38	18	20	0	2	2	8	19	7
	Fall 2022	40	21	19	0	3	3	8	18	8
Faculty-Part-Time	Fall 2021	148	73	75	2	12	15	32	67	20
	Fall 2022	153	78	75	2	14	18	35	69	15
Professional/ Non-faculty	Fall 2021	0	0	0	0	0	0	0	0	0
	Fall 2022	1	1	0	0	0	0	0	1	0
Secretarial/ Clerical	Fall 2021	8	7	1	0	0	0	4	3	1
	Fall 2022	6	6	0	0	0	0	6	0	0
Service/ Maintenance	Fall 2021	8	0	8	0	0	0	5	2	1
	Fall 2022	9	0	9	1	0	1	4	3	0
Skilled Craft	Fall 2021	3	0	3	0	1	0	0	2	0
	Fall 2022	3	0	3	0	1	0	0	2	0
Technical/ Paraprofessional	Fall 2021	56	45	11	0	4	7	20	21	4
	Fall 2022	45	34	11	0	4	4	14	19	4
Persons with Disabilities	Fall 2021	0								
	Fall 2022	0								
Student Demographics	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race
Students Enrolled at Census	Fall 2021	2,857	1830 (64%)	978 (34%)	22 (<1%)	132 (5%)	451 (16%)	1347 (47%)	663 (23%)	242 (8%)
	Fall 2022	3,216	2012 (63%)	1136 (35%)	19 (<1%)	176 (5%)	590 (18%)	1450 (45%)	742 (23%)	239 (7%)
Barstow College Service Area Demographics	Year	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Two or More Races
Adult Population Age 18-65	2022	28,942	47.9%	52.1%	2.9%	5.4%	14.3%	36.2%	44.2%	11.1%

Gender Analysis – Overall, when comparing the gender distribution between Fall 2021 and Fall 2022, there were no substantial changes within employment types at BCCD. There is a significant gender representation difference, 67% female for the executive/administration classification. Additionally, there was no female representation in the service/maintenance or skilled craft classifications in either year. BCCD recently added Non-Binary as a gender option in the employee management system, during the life of this plan that information will be collected and reported in the next update.

Ethnicity Analysis – Overall, in Fall 2022, the majority of self-identified employees in employment type categories were White (44%). When disaggregated by employee type and ethnicity, there were three (3) subsections in which no one self-identified. The majority of BCCD students self-identified as Hispanic Latino at 45%, the community representation is 36%, and employee representation at 27%. Similarly, 18% of students identify as Black/African American, and there is 14% representation in the community and 9% employee representation. As a result of these findings, BCCD expanded advertising efforts utilizing diversity-focused publications offered by Job Elephant.

The District understands that some persons may identify with multiple ethnic groups, but they shall be counted in only one ethnic group for reporting purposes. All persons will be asked to designate the ethnic group with which he or she most closely identifies.

Applicant Pools:

Volume of Applicants, Total Employees and New Hires	2021		2022	
	Applicants	New Hires	Applicants	New Hires
Gender				
Female	732	27	812	37
Male	378	18	476	19
Non-Binary	4	1	8	0
Unreported	26	0	74	0
Total	1140	46	1370	56
Ethnicity				
African American/Black	199	8	228	8
American Indian	21	0	18	0
Asian	69	2	75	2
Latinx	389	13	503	21
Pacific Islander	6	2	16	0
White	315	16	379	22
Two or More Races	96	1	31	1
Unreported	45	4	120	2
Total	1140	46	1370	56
Classification				
Part Time Faculty	121	11	400	21
Full Time Faculty	105	1	319	3
Classified Staff	230	8	44	10
Management	334	4	233	2
Other/Temporary	350	22	374	20

Gender Analysis – Based on a review of the applicant pools and new hires there is no indication that the district’s hiring practices have had an adverse impact related to gender.

Ethnicity Analysis – Using the 80% rule as a determining factor it appears that the BCCD hiring practices may have an adverse effect on LatinX, Asian, and African American/Black applicants. However, during the COVID-19 Pandemic applicant pools were significantly reduced in all classifications, in an effort to continue to fill positions, pools that would have previously been determined to be inadequate were allowed to move forward through the hiring process. The result is EEO data for Fall 2021 and Fall 2022 that is not representative of the District’s EEO strategies or policies. Acknowledging that as a result of the global pandemic the workforce has changed, the District will use Fiscal Year 2023-2024 as a year of inquiry and review applicant pool data quarterly to inform future EEO strategies. The data that will be tracked and analyzed includes but is not limited to:

- Applicant Pool Demographics as each stage
- New Hire Demographics
- Hiring Committee Demographics
- Advertising Methods/Venue

**APPENDIX C
EEO PLAN COMPONENT 13**

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

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
<p>Provide training to employees, students & trustees.*</p> <p>*This applies if you are planning training that goes beyond mandatory training for hiring committees.</p> <p>(53024.1(d))</p>	<ul style="list-style-type: none"> HR/EEO Committee 	<p>Strategy: As a small college with limited time and resources we have developed a training plan to focus on a different component of diversity and inclusion each year over the next three years. By rotating the focus, we hope to avoid employee burnout and apathy by continuously discussing the same topics, adding more variety to our training series, and systematically reviewing and updating the training plan.</p> <p>Y1: Update Screening Committee Training; coordinate Implicit Bias, Microaggression, and Anti-Racism Training; Campus and Community Diversity/Culture Appreciation Day.</p> <p>Y2: Disability and Accessibility Awareness Training; Invisible Disability Training; Participate with the Mindful Space to coordinate Community Diversity Awareness Event</p> <p>Y3: Update SafeZone and Ally training, last reviewed in FY 22</p>	<ul style="list-style-type: none"> Partner with the Office of Institutional Research to collect and analyze data from post-training surveys to track attendance and determine if employees feel the information is relevant and effective. Every survey will also have a question to ask employees what related topics they would like to see in future training. The results of these surveys will be shared with the Institutional Effectiveness Committee to review and consider when setting Institutional Funding Priorities.
<p>Convey in publications and website the district's commitment to diversity & EEO.</p> <p>(53024.1(j))</p>	<ul style="list-style-type: none"> HR 	<p>Strategy: Currently the District begins all recruitment flyers and job postings with the commitment to diversity as well as listing it in all minimum qualifications. Advertising is coordinated through Job Elephant with recommendations requested for added Diversity publication options. Additional effort strategy will be as follows:</p> <p>Y1: Launch Diversity and EEO Webpage; quarterly review of recruitment advertising and outcomes to determine effectiveness; Campus Climate Survey.</p> <p>Y2: Annual review of recruitment and advertising outcomes. Review of Campus Climate Survey and adoption and implementation of new strategies informed by the results of the Campus Climate Survey.</p> <p>Y3: Annual review of recruitment and advertising outcomes; Campus Climate Survey</p>	<ul style="list-style-type: none"> Partner with the Office of Institutional Research to conduct a Campus Climate Survey, among the questions we will be asking: Does the college do a good job conveying its commitment to EEO and Diversity? The initial survey will be conducted in Fall 2023 and bi-annually in the years following. In Y1 we will review applicant pool demographics and advertising venues to determine if we are reaching diverse audiences. The results will inform future advertising strategies. In Y2 and Y3 this information will be reviewed annually.
<p>Review and update District EEO/DEI policy statement.*</p> <p>(53024.1(k))</p> <p>*Cross-reference Plan Component 3</p>	<ul style="list-style-type: none"> HR/EEO Committee 	<p>Strategy: The District has a practice of reviewing all Board Policies and Administrative Procedures over a three-year cycle.</p> <p>Y1: Review and Update Board Policies (BP): 3240 Equal Employment Opportunity and 7100 Commitment to Diversity. Review and Update Administrative Procedure (AP): 3420 Equal Employment Opportunity Plan and 7100 Commitment to Diversity.</p> <p>Y2: No Action</p> <p>Y3: Review and begin updating the aforementioned Board Policies and</p>	<ul style="list-style-type: none"> Did we complete: Yes or No

<p>Addressing diversity issues in a transparent and collaborative fashion.</p> <p>(53024.1(o))</p>	<ul style="list-style-type: none"> • HR • EEO & Diversity Committee • Student Equity & Achievement Committee • Professional Development Committee 	<p>Strategy: In addition to the participatory governance process for all Board Policies and Administrative Procedures the District has sanctioned many collaborative groups in the form of committees and ad-hoc taskforces to address diversity topics and inform District processes and procedures. These groups are on-going:</p>	<ul style="list-style-type: none"> • Partner with the Office of Institutional Research to review the results of annual committee effectiveness surveys to inform future committee goals and strategies related to EEO & Diversity. 										
		<table border="1"> <thead> <tr> <th>Group and Make-Up</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td> EEO & Diversity Committee: CHRO (Chair), Faculty Representative, Classified Representative, Management Representative, Student Representative </td> <td>Meets Monthly from August through April.</td> </tr> <tr> <td> Student Equity and Achievement Committee: </td> <td></td> </tr> <tr> <td> Professional Development Committee: CHRO Chair, HR Representative, Public Information Officer, Management Representative, Faculty Representative, Classified Representative and Student Representative. </td> <td>Meets the fourth Monday of every month August through April.</td> </tr> <tr> <td> All College Meetings </td> <td>First Tuesday of Each month, this is a venue to report to all constituency groups regarding updates, changes, trainings and events.</td> </tr> </tbody> </table>		Group and Make-Up	Frequency	EEO & Diversity Committee: CHRO (Chair), Faculty Representative, Classified Representative, Management Representative, Student Representative	Meets Monthly from August through April.	Student Equity and Achievement Committee:		Professional Development Committee: CHRO Chair, HR Representative, Public Information Officer, Management Representative, Faculty Representative, Classified Representative and Student Representative.	Meets the fourth Monday of every month August through April.	All College Meetings	First Tuesday of Each month, this is a venue to report to all constituency groups regarding updates, changes, trainings and events.
		Group and Make-Up		Frequency									
		EEO & Diversity Committee: CHRO (Chair), Faculty Representative, Classified Representative, Management Representative, Student Representative		Meets Monthly from August through April.									
		Student Equity and Achievement Committee:											
Professional Development Committee: CHRO Chair, HR Representative, Public Information Officer, Management Representative, Faculty Representative, Classified Representative and Student Representative.	Meets the fourth Monday of every month August through April.												
All College Meetings	First Tuesday of Each month, this is a venue to report to all constituency groups regarding updates, changes, trainings and events.												

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Recurring activities related to improving student access and student success—with a nexus to EEO hiring.	<ul style="list-style-type: none"> HR Financial Aid 	<p>Strategy: In Fiscal Year 2022-2023 there has been a new focus on the student worker experience. In collaboration with the Financial Aid Department the Student Worker Application was added to NEOED to provide a more accessible application process and new application instructions were developed. Student Worker opportunities have been advertised at campus events i.e. Transfer Fair, Scare Fair, and CTE Job Fair.</p> <p>Y1: Implement student worker orientation; training “How to Apply for a Permanent Position”</p> <p>Y2: Research and develop student worker mentorship/pathways to employment programs</p> <p>Y3: Review and evaluate the effectiveness of new strategies and update or develop efforts.</p>	<ul style="list-style-type: none"> Collect and review data in NEOED regarding student worker applicants and hiring, where they live, and where they heard about the opportunity. Collect and review data regarding student workers who are hired as permanent employees both immediately after Student Worker employment and returning applicants after other employment or transfer.
HIRING			
Consistent and ongoing training for hiring committees. (53024.1(c)) *Cross reference Plan Component 8.	<ul style="list-style-type: none"> HR is Responsible Party All screening committee chairs and members to be trained 	<p>Strategy: All screening committee members participate in EEO training regarding all applicable laws, managing bias, confidentiality and conflicts of interest, at the start of each screening committee. No employee may participate on a screening committee if they have not completed EEO training within the past 24 months at a minimum. In the upcoming year the District will implement a new and more robust training strategy as follows:</p> <p>Y1: Launch online training for EEO and managing bias. Add additional training on screening committee best practices when reviewing applications and scoring during interviews.</p> <p>Y2: Committee Chair focused training sessions. Best practice EEO & Diversity training for constituency group leadership who appoint committee representatives.</p> <p>Y3: Review and begin updates on trainings based on feedback and analysis.</p>	<ul style="list-style-type: none"> Partner with the Office of Institutional Research to create and conduct after participation surveys for all committee members regarding the committee preparedness and effectiveness. Track and review new hire demographics to analyze committee effectiveness.
Maintain updated job descriptions and job announcements. (53024.1(f))	<ul style="list-style-type: none"> HR is responsible for collecting and tracking data Managers are responsible of reviewing and updating job descriptions 	<p>Strategy: This is an ongoing effort. Job descriptions are reviewed and updated as positions become vacant or new positions are added. CSEA employees have a process to request a reclassification review every even year in accordance with Article 14 of the collective bargaining agreement. The CHRO participates in the approval process of all changes to ensure language and minimum qualifications remain aligned with DEIA best practices.</p>	<ul style="list-style-type: none"> Track and analyze data regarding job description review dates.

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
<p>Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle.</p> <p>(53024.1(g))</p>	<ul style="list-style-type: none"> CHRO to provide training at Summer Board Retreat 	<p>Strategy: The District provides EEO and Diversity training at the summer Board Retreat every other year.</p> <p>Y1: Board provided training on the importance of EEO, their role in the hiring process and implicit bias training.</p> <p>Y2: No Action</p> <p>Y3: Board provided training on the importance of EEO, their role in the hiring process and implicit bias training.</p>	<ul style="list-style-type: none"> HR to track training completion.
<p>Assess "sensitivity to diversity" of all applicants.</p> <p>(53024.1(l))</p>	<ul style="list-style-type: none"> HR 	<p>Strategy: All interview questions for full-time hires must be approved by the EEO officer or HR EEO Representative before applications are released to the screening committee for review. All screening committees are required to include at least one question related to "sensitivity to diversity".</p> <p>Y1: Review prior year diversity questions and create a "questions bank" for committees to review.</p> <p>Y2: Review and update "questions bank"; develop new screening committee training component to include "writing equity and inclusion interview questions"</p> <p>Y3: Review and update "questions bank"</p>	<ul style="list-style-type: none"> HR to review and analyze new hire demographics to inform screening process effectiveness.
<p>Dedication of specified staff to EEO.</p>	<ul style="list-style-type: none"> CHRO 	<p>Strategy: The CHRO serves as the district EEO officer. All HR staff are trained to serve as EEO representatives. An HR EEO Representative serves as a non-voting member assigned to every screening committee.</p>	<ul style="list-style-type: none"> CHRO to review committee make-up to approve diversity on the committee and to assign an HR EEO Representative.
<p>Incentives for hard-to-hire areas/disciplines.</p>	<ul style="list-style-type: none"> HR 	<p>Strategy: The District currently offers Zoom interviews and hybrid or telework options, when appropriate, for hard-to fill positions. However, there is a plan to research new options to assist in this area.</p> <p>Y1: HR to research and review Incentive Best Practices throughout the CCC System. Partner with the VP of Academic Affairs and VP of Student Services to identify hard-to-fill disciplines and positions. Identify key stakeholders.</p> <p>Y2: Present findings and recommendations to Cabinet, Participatory Governance (when applicable) and Board.</p> <p>Y3: Implementation based on terms approved.</p>	<ul style="list-style-type: none"> This process is in the inception phase. As the plan is developed, a plan to track effectiveness will also be developed.

Focused outreach and publications.	<ul style="list-style-type: none"> HR 	<p>Strategy: Advertising is coordinated through Job Elephant with recommendations requested for added Diversity publication options. We have also implemented a new strategy of attending local job fairs and community events, ultimately bringing awareness to BCC as an inclusive environment. Additional effort strategy will be as follows:</p> <p>Y1: Utilize new list of local venues/agencies for advertising in the community; increased advertising on social media. Review outcomes/new hire data to inform subsequent year strategies.</p> <p>Y2: Strategy pending prior year data</p> <p>Y3: Strategy pending prior year data</p>	<ul style="list-style-type: none"> Partner with the Office of Institutional Research to collect and analyze applicant pools and new hire data quarterly in Y1 to inform subsequent year strategies.
Procedures for addressing diversity throughout hiring steps and levels	<ul style="list-style-type: none"> HR 	<p>Strategy: The District intends to use Y1 as a year of inquiry to collect and analyze demographic data of applicant pools at each stage and review it against new hires to determine next steps for Y2 and Y3.</p> <p>Y1: HR to research and review demographic data, quarterly, collected in NEOED for each stage of the application process through. CHRO is to report findings to Cabinet each quarter and to make recommendations on Y2 procedures for addressing diversity throughout the hiring steps.</p> <p>Y2: Quarterly review of demographics throughout hiring steps to determine the effectiveness of new strategies. Report out to cabinet and recommendation of additional strategies if informed by the data.</p> <p>Y3: Quarterly review of demographics throughout hiring steps to determine the effectiveness of new strategies. Report out to cabinet and recommendation of additional strategies if informed by the data.</p>	<ul style="list-style-type: none"> Quarterly review of demographic data collected in NEOED for each step of every recruitment.

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Recruitment efforts and strategies such as: <ul style="list-style-type: none"> • Use of demographic data • Job Fairs • CCC Registry • Relationships with external organizations & colleges 	<ul style="list-style-type: none"> • HR • Assistance from Institutional Research to formulate inquiry 	<p>Strategy: Currently the District attends the Southern California CCC Registry Job Fair, the San Bernardino County School Superintendent's job fair, and various local job fairs. Advertising is coordinated through Job Elephant with recommendations requested for added Diversity publication options. Additional effort strategy will be as follows:</p> <p>Y1: Launch Diversity and EEO Webpage identifying BCC as an inclusive environment; Expand social media advertising; utilize new list of local venues/agencies for advertising in the community; increased advertising on social media. Review outcomes/new hire data to inform subsequent year strategies.</p> <p>Y2: Annual review of recruitment and advertising outcomes.</p> <p>Y3: Annual review of recruitment and advertising outcomes.</p>	<ul style="list-style-type: none"> • Analyze when and where the positions are being advertised against outcomes. • Collect and analyze applicant pools and new hires quarterly.
POST-HIRING			
Conduct campus climate surveys & use this information. (53024.1(a))	<ul style="list-style-type: none"> • HR • Assistance from Institutional Research to formulate inquiry 	<p>Strategy: The District is collaborating with a contract agency to create and conduct a Campus Climate survey, DEIA will be a component of the survey, the results of the survey will inform subsequent steps:</p> <p>Y1: Launch Campus Climate Survey; review results and determine strategy for subsequent years.</p> <p>Y2: Dependent on the results of the Campus Climate Survey</p> <p>Y3: Dependent on the results of the Campus Climate Survey</p>	<ul style="list-style-type: none"> • Complete the campus climate survey. Determine if there was a meaningful response rate. Results will inform next steps.
Conduct exit interviews & use this information. (53024.1(b))	<ul style="list-style-type: none"> • HR 	<p>Strategy: Currently the District provides an exit interview survey form and invites exiting employees to complete the form and return it or to schedule an in-person or zoom interview. This is voluntary with extremely low participation rates.</p> <p>Y1: Review termination demographics of the prior two years and monthly review of exiting employee data to be reported to the Superintendent-President and the Board of Trustees in the HR Report. Research new exit interview strategies.</p> <p>Y2: Continue reporting exiting employee demographics monthly.</p> <p>Y3: Continue reporting exiting employee demographics monthly.</p>	<ul style="list-style-type: none"> • Collect and analyze exiting employee demographics, the reason for leaving, and length of employment.

<p>Professional development, mentoring, support and leadership opportunities for new employees.</p> <p>(53024.1(e))</p>	<ul style="list-style-type: none"> • HR • Management Representative • Professional Development Committee 	<p>Strategy: The District is developing new strategies for Mentoring and supporting leadership goals of new and existing employees informed by the Professional Development Survey conduct in Fiscal Year 2022:</p> <p>Y1: Continue to support CSEA professional development through training opportunities sponsored by management during Classified Employee Appreciation Week. Launch New Managers Mentorship Program.</p> <p>Y2: Launch revised Leadership Academy; conduct Professional Development Survey</p> <p>Y3: Y3 Strategies will be informed by Professional Development Survey Outcomes.</p>	<ul style="list-style-type: none"> • Collect data on employee participation in professional development opportunities. • In collaboration with the Office of Institutional Research, create and conduct a new Professional Development Survey. The results will inform Y3 strategies.
<p>Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found.</p> <p>(53024.1(h))</p>	<ul style="list-style-type: none"> • CHRO 	<p>Recently reviewed and updated (timely review & update) AP/BP and other policies reflective of appropriate processes???</p> <p>Strategy: In accordance with Title 5, Board Policy 3430 and Administrative Procedure 3430 all complaints are investigated, and an administrative determination is given within 15 days. Complainants are also advised of their rights to also file with the office of Civil Rights and the Department of Fair Employment and Housing for employment-related complaints.</p> <p>Y1: Review Board Policy 3430 and Administrative Procedure 3430 and update if necessary. Review the Barstow.edu website to ensure the webpage is clear and easily accessible for employees/students/applicants wishing to file a complaint and update if necessary. Create a strategy surrounding reporting the number of complaints and the time to close.</p> <p>Y2: Report on the number of complaints, type of complaint, and time to close.</p> <p>Y3: Report on the number of complaints, type of complaint, and time to close.</p>	<ul style="list-style-type: none"> • Collect data on the number of complaints, type of complaints and time to close • Report these numbers to Cabinet

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
<p>Survey applicants who decline offers & use the information. (53024.1(p))</p>	<ul style="list-style-type: none"> HR Assistance from Institutional Research to formulate inquiry 	<p>Strategy: This is not data that has been previously collected but do believe this information could be useful in future planning. The District intends to research collection strategies and effectiveness in Y1 if this plan. The results will inform strategies in Y2 and Y3:</p> <p>Y1: Research ways to collect and report on applicants who decline offers and formulate strategies to implement in Y2 and Y3</p> <p>Y2: Dependent on Y1 research results</p> <p>Y3: Dependent on Y1 research results</p>	<ul style="list-style-type: none"> Metrics and report strategies will be determined upon Y1 research.
<p>Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.</p>	<ul style="list-style-type: none"> HR Assistance from Institutional Research to formulate inquiry 	<p>Strategy: The impact of the global pandemic yielded unusually small applicant pools and a change to the overall workforce. The District intends to use Y1 as a year of inquiry to collect and analyze demographic data of applicant pools at each stage and review it against new hires to determine next steps for Y2 and Y3.</p> <p>Y1: HR to research and review demographic data, quarterly, collected in NEOED for each stage of the application process through. CHRO is to report findings to Cabinet each quarter and to make recommendations on Y2 procedures for addressing diversity throughout the hiring steps.</p> <p>Y2: Dependent on Y1 results.</p> <p>Y3: Dependent on Y1 results</p>	<ul style="list-style-type: none"> Quarterly review of demographic data collected in NEOED for each step of every recruitment.
<p>Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan.</p>	<ul style="list-style-type: none"> HR Assistance from Institutional Research to formulate inquiry 	<p>Strategy: Echoing the previous strategy, the District intends to use Y1 as a year of inquiry to collect and analyze demographic data of applicant pools at each stage and review it against new hires to determine next steps for Y2 and Y3.</p> <p>Y1: HR to research and review demographic data, quarterly, collected in NEOED for each stage of the application process through. CHRO is to report findings to Cabinet each quarter and to make recommendations on Y2 procedures for addressing diversity throughout the hiring steps.</p> <p>Y2: Dependent on Y1 results.</p> <p>Y3: Dependent on Y1 results.</p>	<ul style="list-style-type: none"> Metrics and report strategies will be determined upon Y1 research.