

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>		<p>Los Rios does not plan to provide training that goes beyond mandatory training for hiring committees. However, the District remains open to evaluating what options for training are available or recommended by the Chancellor's Office, or training that is suggested by the EEO Advisory Committee.</p>	
<p>Convey in publications and website the district's commitment to diversity & EEO.</p> <p>(53024.1(j))</p>	<p>VC of HR Communications Team</p>	<p>Y1, Y2, Y3: a) Evaluate Los Rios website to ensure the EEO Plan is posted and accessible to the public. b) Review and update as necessary statement of commitment to diversity and EEO in publications and website.</p> <p>Y2: Engage EEO Advisory Committee in discussion on who is responsible for developing and maintaining content around issues of diversity, equity, and inclusion in district publications and on the websites.</p> <p>Y3: Engage EEO Advisory Committee in discussion of messaging and representative imagery of the District's commitment to DEI is evident outside of publications and websites. Should the District name buildings, rooms, or outside spaces after marginalized communities or persons? What is the district's commitment to representative imagery of DEI at the colleges with regards to pictures, statues, murals, etc.?</p>	<p>Y1, Y2, Y3: The EEO Plan is posted and accessible to the public. District commitment to EEO is updated and posted to websites and publications.</p> <p>Y2: Point persons or offices responsible for developing and maintaining content around issues of DEI in district publications and on the websites are identified and communicated to those persons/offices, and as appropriate posted to websites.</p> <p>Y3: Potential recommendations for a process to consider naming buildings, rooms or outside spaces after marginalized communities or persons. Potential recommendation for making public the district's commitment to representative imagery of DEI at the colleges with regards to pictures, statues, murals, etc.</p>
<p>Review and update District EEO/DEI policy statement.*</p> <p>(53024.1(k))</p> <p>*Cross-reference Plan Component 3</p>	<p>VC of HR Communications Team</p>	<p>Y1-Y3: Review Policy and update as necessary: The District is committed to the principles of EEO and will implement a comprehensive program to put those principles into practice, with a focus on diversity, equity, and inclusion as set forth in title 5, section 51200 and 51201. It is the policy to ensure that all qualified applicants for employment have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of any of the following actual or perceived characteristics, or due to the association with a person or group with any of the following actual or perceived characteristics: ethnic group identification, race, color, sex, gender, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, immigration status, physical or mental disability, medical condition, genetic information, military and veteran status, marital status, or any other protected class or characteristic under state or federal law. The EEO Plan also recognizes that EEO includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive, respectful work environments. The District strives to achieve a workforce that is welcoming to all genders, persons with disabilities and individuals from all races, ethnic, and other groups to ensure the District provides an inclusive educational and employment environment. An inclusive environment fosters cooperation, acceptance, democracy, and free expression of ideas. This EEO Plan is established to ensure the implementation of EEO principles that conform to federal and state laws. Accordingly, this EEO Plan also references the District's longstanding policies on receiving, reviewing, and investigating all complaints of unlawful discrimination and harassment under title 5, section 59300 et seq. The District understands, and is aware, that to create an inclusive and respectful work environment for all, the District must work to ensure that discrimination and harassment of any kind is prohibited and eliminated in the workplace.</p>	<p>Y1-Y3: Policy statement is reviewed, up to date and publicly available on the District's website.</p>
<p>Providing EEO/diversity enhancement resources and assistance to other districts.</p> <p>(53024.1(m))</p>	<p>VC of HR District EEO Officer</p>	<p>Y2 or Y3: Determine if or how the district could provide EEO/diversity enhancement resources and assistance to other districts. This determination must discuss the potential challenges such a strategy would pose to Los Rios. Potential challenges may include: time and availability of staff, interest from other districts for such assistance. As Districts reach out via email or phone, individual requests for assistance or questions regarding EEO/diversity enhancement resources will be addressed specifically.</p>	<p>Y2 or Y3: The district will have discussed if or how the district could provide EEO/diversity enhancement resources and assistance to other districts. Any decision made will be recorded for follow-up as appropriate by the AVC of HR.</p> <p>The District's EEO Officer will keep a tally of requests from districts for assistance or questions regarding EEO/diversity enhancement resources and assistance.</p>
<p>Addressing diversity issues in a transparent and collaborative fashion.</p> <p>(53024.1(o))</p>	<p>VC of HR</p>	<p>Y1: EEO Advisory Committee will be asked to consider how to collaborate with community groups to focus recruitment efforts with a clear understanding of why Los Rios values diversity and specifically values the inclusion of diversity in the community to improve equity for all.</p> <p>Y2: EEO Advisory Committee will be asked devise a recruitment plan that respects the inclusion of voices and efforts of those individuals and community organizations that share the Los Rios vision of an inclusive college where diversity students can find a home where they will be challenged to reach their full potential as students.</p> <p>Y3: District will evaluate the effectiveness of the recruitment plan created in year 2 with a focus on whether or how the recruitment plan helped the District meet its goals of helping to diverse the applicant pool and/or help diversity employee ranks.</p>	<p>Y1: Discussion on how to collaborate with community groups to focus recruitment will be documented with a focus on how Los Rios values of diversity and inclusion in hiring.</p> <p>Y2: A recruitment plan has been devised.</p> <p>Y3: To the extent the recruitment plan created in year 2 is implemented, the district will measure how applicant pools have increased in diversity of applicants compared to years without the recruitment plan. The district will measure how employee ranks have grown in diversity with the implementation of the recruitment plan compared to years without the recruitment plan.</p>

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Recurring activities related to improving student access and student success—with a nexus to EEO hiring.			<p>Note: In order to include these activities in the EEO Plan a clear link should be drawn between these efforts and improving employment equity, diversity and inclusion. For example: cluster hiring to support specific groups of underserved students (e.g. African American, Latinx, Asian, etc.) could be included, if you conclude that this will give candidates from underrepresented groups greater opportunities to be recognized as highly qualified.</p> <p>In addition, as with other student-focused activities, a nexus to EEO will depend on showing that these activities are highly publicized to job applicants and are part of the district/college “face” and thus become part of your recruitment efforts.</p>
Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.			
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			
HIRING			
Consistent and ongoing training for hiring committees. (53024.1(c)) *Cross reference Plan Component 8.	Include both: <ul style="list-style-type: none"> Who is responsible for ensuring committees are trained; and Who gets training <small>District EEO Officer and College Equity Officers are responsible training. All who serve on hiring committees will be trained.</small>	Y1: Evaluate and update online training program for Hiring the Best training. Evaluate and update Equity Representative Training. Y2: Create online database or system to track training status. Y3: Completely implement and make accessible an online training program for all persons who would serve on a hiring committee.	Y1: Online trainings are presented by College Equity Officers and District EEO Officer on a regular basis. Y2: An online database or system to track training status is complete. Y3: have a robust online training module in addition to the in-person trainings.
Maintain updated job descriptions and job announcements. (53024.1(f))	VC of HR	Y1: Review the history of when job descriptions and announcements were last updated. Y2-Y3: update job descriptions and announcements if needed.	Y1: A record is established of when job descriptions and announcements are reviewed with a focus on updates that are needed. Y2-Y3: Outdated job descriptions and announcements will be completed, and record of updates is kept.

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Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))	VC of HR	Y1: Create a schedule for Board of Trustees to receive training on elimination of bias in hiring and employment for the upcoming election cycle. Y2-Y3: Elimination of bias training provided to Board of Trustees every election cycle,	Y1: A schedule for Board of Trustees training is established and kept by the Secretary of the Board. Y2 - Y3: Training is provided to the Board of Trustees and recording in the database or system as discussed under 53024.1(c).
Assess "sensitivity to diversity" of all applicants. (53024.1(l))	VC of HR	Y1: The EEO Advisory Committee will discuss how to meaningfully assess applicants' demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, sexual orientation, and ethnic backgrounds of community college students. Y2: The EEO Advisory Committee will be asked to draft assessment criteria. Y3: Assessment criteria will be provided to hiring committees as they develop criteria for screening of applications.	Note: Describe mechanisms for giving meaningful consideration to applicants' demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, sexual orientation, and ethnic backgrounds of community college students. <small>Y1: EEO Committee will have discussed how to assess DEI in applications. Y2: Criteria for assessment has been developed. Y3: Criteria has been provided to hiring committees; results of who is offered an interview are recorded and compared against years without the criteria.</small>
Maintaining updated curricula, texts, and/or course descriptions. (53024.1(n))	VC of HR	The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings, or discipline falls under the purview of faculty responsibility per Title 5 Section 53200 (c). Y1 - Y3: Establish that the district's system to maintain and update curricula, texts, and/or course descriptions per 532024.1(n) is maintained. Y2: Work with information technology and District Curriculum Coordinating Committee (DCCC) to determine how curricula can be made available to the public as requested or required by law.	Y1 - Y3: Record where and how curricula, texts a course descriptions to expand the global perspective are maintained and made available to faculty Y2: The decision made in discussion with Information Technology and the DCCC is recorded and/or made public as requested or required by law.
Dedication of specified staff to EEO.	VC of HR	Y1: Evaluate and update online training program for Hiring the Best training. Evaluate and update Equity Representative Training. District EEO Officer and College Equity Officers are responsible for training all who serve on hiring. Y2: Create online database or system to track training status. Y3: Completely implement and make accessible an online training program for all persons who would serve on a hiring committee.	Y1: Online trainings are presented by College Equity Officers and District EEO Officer on a regular basis. Y2: An online database or system to track training status is complete. Y3: have a robust online training module in addition to the in-person trainings.
Incentives for hard-to-hire areas/disciplines.		Currently, the District does not have incentives for hard-to-hire areas/disciplines. Such incentives would require 1)the engagement of faculty, including the faculty union who have right to represent faculty in changes to the employment environment, 2) understanding of hiring needs from the perspective of administrators who have right of assignment for all areas/disciplines, including hard-to-hire discipline, 3) engagement of district administration regarding cost, and perhaps a cost benefit analysis, of such incentives, and 4) the negotiation of any incentives within the collective bargaining process.	
Focused outreach and publications.	VC of HR	Year 1 - Y3: Continue ongoing, multi-pronged recruitment and hiring efforts toward further attracting and retaining a diverse workforce including a) support of the Faculty Diversity Internship Program, b) focused recruiting and specific outreach toward Hispanic/Latino, American Indian/Native American, Asian, and African American communities, organizations, publications, and websites, c) continued solicitation of faculty input on diversity-based advertising/recruiting sources.	Y1 - Y3: Record where recruitment is focused and compare the results to where applicants show where they heard of a job opportunity in their applications. Use this data to determine how, where, when, and why to expand recruitment.
Procedures for addressing diversity throughout hiring steps and levels		Procedures for addressing diversity throughout hiring steps and levels are discussed in the Hiring Practices Administrative Guide: https://employees.losrios.edu/lrccd/employee/doc/hr/hiring/hiring-practices-admin-guide.pdf The Shared Principles Document provided to employees when they serve on a hiring committee, documents equity in hiring before, during, and after the process: https://employees.losrios.edu/human-resources-and-benefits/how-to-hire-hiring-resources/hiring-committee-resources/shared-principles This EEO Plan explains the procedures. This EEO Plan does not supplant or reiterate the procedures.	*Note: Hiring procedures are regulated separately in Title 5 and should be detailed in a separate document. EEO Plan should reference, align with and support hiring procedures, not supplant or reiterate them.

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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 	VC of HR	<p>Y1 - Y 3: The District will seek input from its affinity groups to help update its list of community-based and professional organizations as specific places to recruit for specific jobs where they may be a underrepresentation of employees from a monitored group. Existing affinity groups at the Los Rios Community College District include: Asian Pacific Islander Legacy, Black Faculty and Staff Association, Comunidad, Native American Collaborative, and Spectrum LGBT Employee Resource Group.</p> <p>Y1 - Y3: Work with EEO Advisory Committee and District Research Office to develop equity focused methods to collect and utilizing Data to Determine Whether Monitored Groups are Underrepresented within District Job Categories, and consider specific recruitment efforts for outreach to monitored groups.</p> <p>Y2: Compile a list of targeted recruitment efforts, including the recruitment source and effectiveness of the effort.</p>	<p>Y1 - Y3: Record places for specific recruitment from affinity groups and provide direct outreach to these groups.</p> <p>Y1 - Y3: To the extent focused methods to collect and utilize data to determine where monitored groups are underrepresented within job categories, specific recruitment efforts will be utilized and results analyzed for how to change and improve recruitment. Analysis will be dependent comparing results of targeted recruitment within a specific job with recruitment in job categories that did not have specific EEO recruitment practices in place.</p> <p>Y2: Analysis of the effectiveness of specific and targeted recruitment efforts will be made available to the EEO Advisory Committee for interpretation of the data with a focus on how to improve recruitment of applicants from monitored groups.</p>
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			
POST-HIRING			
Conduct campus climate surveys & use this information. (53024.1(a))	VC of HR	<p>Y3: Conduct campus climate survey to measure and assess both their strengths and weaknesses around their diversity, equity, and inclusion efforts for both students and employees. The survey should address a wide range of topics and ideas and seek input on whether or not individuals feel a sense of belonging while attending or working at the District.</p>	<p>Y3: Results of the surveys will be compiled and provided to the colleges to use in assessing how to improves DEI efforts on campus for students and faculty. The goal will be to increase individuals' sense of belonging while attending college or working at the district.</p>
Conduct exit interviews & use this information. (53024.1(b))	VC of HR	<p>Y1: Finalize exit survey with a focus on with an intent to measure why employees are leaving the District, along with surveying whether there have been any issues regarding diversity, equity, or inclusion during their employment the District. Implement survey.</p> <p>Y2: Continued implementation of the survey with results shared with the colleges with a focus on addressing how to improve the working enrollment so that the colleges are places where diversity, equity, inclusion, and belonging thrive.</p> <p>Y3: Data collection system in place where results are tabulated with data made available on demand to colleges with a focus on improving the working environment.</p>	<p>Y1: Exit survey is finalized and implemented.</p> <p>Y2: Exit survey continues to be implemented with results shared with the college.</p> <p>Y3: Data collection system is in place with data being made available on demand to colleges with a focus on improving the working environment.</p>
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	VC of HR	<p>Y1 - Y3: Continued support of the Faculty Diversity Internship Program.</p> <p>Y2 - Y3: Consider specific EEO best practices for professional development, mentoring and leadership opportunities as described in the 2022 EEO/Diversity Best Practices Handbook.</p> <p>Y1 - Y2: Develop a comprehensive evaluation plan of FDIP in terms of how FDIP prepares instructors in mentoring and other leadership opportunities for new employees. Include an analysis of diversity of interns and diversity of intern representation in programs where monitored groups are underrepresented.</p>	<p>Y1 - Y3: FDIP continues every year of this Plan with a specific yearly evaluation. Evaluation will focus on how FDIP interns are prepared for the hiring process, how many interns get hired and where in the district, how instructors are prepared to serve as mentors. Evaluation also includes a focus on diversity of interns and intern diversity in programs where monitored groups are underrepresented.</p> <p>Y2- Y3: Best practices for professional development, mentoring, or leadership opportunities from the EEO Handbook will be provided for faculty.</p>
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))	AVC of HR	<p>Title 5,Section 53026 states: "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." Feedback from Chancellor's Office states there are not two complaint procedures. Component 6 of this EEO Plan details procedures for complaint process.</p> <p>Y1 - Y3: a) Timely & thorough investigation of all harassment & discrimination complaint in support of inclusive work environments, b) Timely & thorough investigation of all violations of the hiring process in support of elimination of bias. (When these complaints come during the process, the process can be stopped to investigate)</p>	<p>Note: distinguish between the separately required complaint procedures for addressing: 1) discrimination and harassment (which supports inclusive work environments); and 2) violations of the hiring process (which supports elimination of bias).</p> <p>Y1 - Y3: Maintained database of all investigations of harassment & discrimination with a focus on allegations, investigation methods (formal or informal), determination, and appropriate corrective action as needed. b) Maintained database of investigations of violation of the hiring process with a focus on allegations, investigation methods (formal or informal), determination, and appropriate corrective action as needed. If the hiring process is stopped to investigate, that will be noted in the database.</p>

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Survey applicants who decline offers & use the information. (53024.1(p))	VC of HR	Y2: Creation and implementation of survey to determine why applicants may decline a job offer. The goal of survey is to discover whether the hiring process played a part in their decision, and what could be improved.	Y2: The survey is created and implemented: sent to applicants who declined job offers. Y3: Full analysis of survey results with a focus on commonalities in reasons, trends, and potential ways to improve the process. The data and results will be campus and community stakeholders to advance transparency, accountability, and continuous quality improvement. The data will also be used to help guide discussions on how to improve the hiring process.
Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.		As described in Component 10, the District is still to begin the process of carrying out the compliance requirements of Component 10 of the EEO Plan. At this juncture, it is premature to describe strategies to address any adverse impact in complying with the requirements.	Note: if this is added after adoption of your 3-year EEO Plan, also provide notification to the State Chancellor of your plan modification.
Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan.	VC of HR	As described in Component 11 and Component 12 of this EEO Plan, the District has the discretion to decide methods it will use to determine its projected representation, and the methods it will use to address underrepresentation. Certain methods will be considered: Y2 - Y3: Availability Analysis to determine availability for job using reliable external and internal sources. Y1 - Y3: Cluster Hiring to impact student success and to improve the diversity of the workforce. Y1 - Y3: Adverse Impact Analysis with a focus on strategies that have been utilized to diversify the workforce.	Note: if this is added after adoption of your 3-year EEO Plan, also provide notification to the State Chancellor of your plan modification. Y2 - Y3: Data from Availability Analysis will be analyzed with an eye towards understanding underrepresentation of monitored groups in specific job categories. The data will help focus recruitment.
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			Y1 - Y3: Cluster Hiring will be analyzed with a focus in all years on how the workforce is diversified. Student success data in classes taught by professors hired through Cluster Hiring will be shared with those professors with a focus on continuous improvement. Y1 - Y3: Adverse Impact Analysis data will be analyzed with an eye towards understanding how or what efforts the district has used to diversify the workforce have been successful at meeting the goals of those efforts and to what extent.

Graduate Assumption of Loans for Education

VC of HR

Y1 - Y3: District will develop a message to be pushed out to all students explaining programs that can help them complete graduate education. ;

Y3: District will inform graduate students in local colleges and universities about the benefits of employment at a community college, including providing students with updated information on loan forgiveness programs through the federal government.

Y1 - Y3: The message will be implemented in year 1 and pushed all three years of this plan. The "read" receipt will help determine how widespread the message is being received. Faculty will be asked to place the statement into the LMS. Students can be asked to read it, acknowledge they understand it. These measures may be able to be tracked within the LMS.

Y3: Messaging to graduate students in local colleges and universities will be provided to directors of internship programs at the colleges and universities.

75% full time faculty (Education Code, section 87482.6)

VC of HR

Y2: The District will explore how the requirements of the 75% rule integrates with activities in 53024.1.

Y1 - Y3: District will continue to expand and improve its existing EEO programs as identified in Plan Component 13, including supporting the Faculty Diversity Internship Program. This ultimate goal is a pipeline program geared toward increasing diversity in all faculty ranks.

Y2: A crosswalk will be attempted to understand the similarity and interdependence of the 75% rule with other strategies in this EEO Plan with potential consideration of integrating the discussion and activities in Education code, section 84882.6 with strategies in title 5, section 53024.1.

Y1 - Y3: Evaluation of FDIP as noted under 53024.1(3). Evaluation of Cluster Hiring as discussed in Component 11 of this Plan.

Compliance with the Americans with Disability Act ("ADA")

AVC of HR

Y1 - Y3: In honoring its commitment to supporting qualified employees under FEHA and the ADA, the District will continue to engage in the interactive process with these employees.

Y1 - Y3: All requests for accommodations in the hiring process will be provided if the request does not impose an undue burden.

Y1 - Y3: A database will be developed to track successful completion of the interactive process with a focus on providing reasonable accommodation.