



Nurtured

Directed

Focused

Valued

Engaged

Connected

# Equal Employment Opportunity Plan

2020-2023

# CONTENTS

|   |  |
|---|--|
| LEGAL AUTHORITY.....3   | ANALYSIS of DISTRICT WORKFORCE<br>and APPLICANT DATA .....11                       |
| CALIFORNIA CODE OF REGULATIONS TITLE 5,<br>SECTION 53003(A) – DISTRICT PLAN.....3   | Workforce EEO-6 Data (2020) ..... 12   |
| CALIFORNIA EDUCATION CODE, SECTION 87100<br>LEGISLATIVE FINDS & DECLARATIONS .....3 | Student/Workforce Gender MIS Data (Fall 2019)..... 14                              |
| TITLE 5, SECTION 53026 COMPLAINTS –<br>VIOLATION OF EQUAL EMPLOYMENT .....3         | Student/Workforce Ethnicity MIS Data (Fall 2019) ... 15                            |
| OPPORTUNITY REGULATIONS .....3  | Total Number of job Applicants<br>by Ethnicity (2015 – 2019).....16                |
| INTRODUCTION.....4  | Total Number of job Applicants<br>by Ethnicity and Job class (2015 – 2019)..... 17 |
| DEFINITIONS.....4   | Hiring Process Rates (Applied, Interviewed,<br>Hired 2015-2019)..... 19            |
| POLICY STATEMENT .....5   | Data Analysis..... 21  |
| DELEGATION of AUTHORITY, RESPONSIBILITY<br>and COMPLIANCE .....6                    | Adverse Impact Analysis-<br>four-fifths (or 80%) rule.....22                       |
| EQUAL EMPLOYMENT OPPORTUNITY and<br>STAFF DIVERSITY COMMITTEE .....7                | METHODS for ADDRESSING<br>UNDERREPRESENTATION .....23                              |
| COMPLAINTS.....8  | REASONABLE ACCOMMODATIONS<br>for PERSONS with DISABILITIES .....25                 |
| Complaints Alleging Violation of the<br>Equal Employment Opportunity (EEO).....8    | ON-GOING COMMITMENT<br>to EQUAL EMPLOYMENT and DIVERSITY ..... 26                  |
| Complaints Alleging Unlawful Discrimination<br>or Harassment .....9                 | Local Programs Demonstrating<br>On-Going commitment to EEO/Diversity..... 26       |
| NOTIFICATION to DISTRICT EMPLOYEES.....9  | Appendix A ..... 28  |
| TRAINING for SCREENING/<br>SELECTION COMMITTEES .....10                             | Appendix B ..... 31  |
| ANNUAL WRITTEN NOTICE TO<br>COMMUNITY ORGANIZATIONS .....10                         | Appendix C ..... 35  |

**This Equal Employment Opportunity (EEO) plan  
was produced by**

Ruben Ramirez, Director, Human Resources  
and Steven Butler, Institutional Effectiveness Analyst

**In consultation with the  
Equal Employment Opportunity (EEO)  
and Staff Diversity Committee**

Liz Phillips, Coordinator, Recruitment

Stefanie Aye, Human Resources Assistant

Elaine Healy, Faculty - Library and Learning Resource Center

Dyanna Cridelich, Instructional Technician - Media Lab

Susannah Kopecky, Faculty - Librarian

Brian Youngblood, Faculty - Life and Physical Sciences

# LEGAL AUTHORITY

California community colleges are mandated by the California Code of Regulations Title 5, section 53003(a); and the California Education Code, section 87100 to develop and implement an Equal Employment Opportunity Plan.

## **CALIFORNIA CODE OF REGULATIONS TITLE 5, SECTION 53003(A) – DISTRICT PLAN**

The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the State Chancellor's Office. The Chancellor's Office retains the authority to review district plans on a case-by-case basis.

## **CALIFORNIA EDUCATION CODE, SECTION 87100 LEGISLATIVE FINDS & DECLARATIONS**

(a) The Legislature finds and declares all of the following:

(1) In fulfilling its mission within California's system of public higher education, the California community colleges are committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits.

(2) Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.

(3) A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.

(b) It is the intent of the Legislature to establish and maintain within the California community college districts a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment based on ethnic group identification, or on any basis listed in subdivision (a) of section 12940 of the Government Code, as those bases are defined in sections 12926 and 12936.1 of the Government Code, except as otherwise provided in section 12940 of the Government Code. Every aspect of personnel policy and practice of the community college districts should advance the realization of inclusion through a continuing program of equal employment opportunity.

(c) The Legislature recognizes that it is not enough to proclaim that community college districts must not discriminate and must not grant preferential treatment on impermissible bases. The Legislature declares that efforts must also be made to build a community in which nondiscrimination and equal opportunity are realized. It is the intent of the Legislature to require community college districts to adopt and implement programs and plans for ensuring equal employment opportunity in their employment practices.

## **TITLE 5, SECTION 53026 COMPLAINTS – VIOLATION OF EQUAL EMPLOYMENT OPPORTUNITY REGULATIONS**

Each community college district shall establish a process permitting any person to file a complaint alleging that the requirements of this subchapter have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor, who may require the district provide a written investigative report within ninety (90) days. Complaints that also allege discrimination prohibited by Government Code sections 11135 et seq. shall be processed according to the procedures set forth in subchapter 5 (commencing with section 59300) of Chapter 10 of this division.

# INTRODUCTION

The Allan Hancock Joint Community College District Equal Employment Opportunity Plan (Plan) was adopted by the Board of Trustees on June 9, 2020, reflecting the district's commitment to equitable and inclusive practices. The district continues to take active steps to ensure equal employment opportunity creates a working and academic environment that is welcoming to all, fosters diversity, promotes excellence and ensures practices that are nondiscriminatory.

We know that educational experiences created through an inclusive environment better prepare students to work and live in an increasingly global society. To properly serve a growing diverse population, the district offers this Plan as evidence that we will maintain our commitment to recruit, hire and retain faculty and staff who demonstrate the ability to promote a positive learning environment that serves an increasingly diverse student population.

With Bulldog Pride,



Kevin G. Walthers, Ph.D.  
Superintendent/President

# DEFINITIONS

**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.

**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.

**EQUAL EMPLOYMENT OPPORTUNITY.** "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy

the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

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

**EQUAL EMPLOYMENT OPPORTUNITY PLAN.** An "equal employment opportunity plan" is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

**EQUAL EMPLOYMENT OPPORTUNITY PROGRAMS.**

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

**ETHNIC GROUP IDENTIFICATION.** “Ethnic group identification” means an individual’s identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

**IN-HOUSE OR PROMOTIONAL ONLY HIRING.** “In-house or promotional only” hiring means that only existing district employees are allowed to apply for a position.

**MONITORED GROUP.** “Monitored group” means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

**PERSON WITH A DISABILITY.** “Person with a disability” means any person who:

- a) 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;

- b) has a record of such an impairment; or
- c) is regarded as having such an impairment.

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

**REASONABLE ACCOMMODATION.** “Reasonable accommodation” means the efforts made on the part of the district in compliance with Government Code section 12926.

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

**SIGNIFICANTLY UNDERREPRESENTED GROUP.** “Significantly underrepresented group” means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

## POLICY STATEMENT

The Board of Trustees of Allan Hancock Joint Community College District supports the intent set forth by the California Legislature to assure that effort is made to build a community in which employment opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds.

The broad diversity in the academic environment as a means to foster cultural awareness, mutual understanding and respect, harmony and creativity, while providing positive role models for all students. The Board therefore commits the district to the active

promotion of campus diversity, including recruitment and selection of qualified employees from a wide variety of backgrounds and equal employment opportunities in all aspects of employment, including assignments, promotions, and transfers.

The Superintendent/President shall develop, for review and adoption by the Board, an Equal Employment Opportunity Plan that complies with the Education Code and Title 5 requirements, which are modified or clarified from time to time by judicial interpretation.

# DELEGATION OF AUTHORITY, RESPONSIBILITY AND COMPLIANCE

It is the goal of the District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the district. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

## Board of Trustees

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

## Superintendent/President

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

## Equal Employment Opportunity Officer

The District has designated the Director of Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the district will notify employees and applicants

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

## Equal Employment Opportunity and Staff Diversity Committee

The District has established the Equal Employment Opportunity and Staff Diversity Committee to act as an advisory body to the equal employment opportunity officer and the district through the Human Resource Council to promote understanding and support of equal employment opportunity and diversity policies and procedures. The Equal Employment Opportunity and Staff Diversity Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

## Agents of the District

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

## Good Faith Effort

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

# EQUAL EMPLOYMENT OPPORTUNITY AND STAFF DIVERSITY COMMITTEE

The District has established an Equal Employment Opportunity and Staff Diversity Committee (EEO/SDC) to assist the District in implementing its Plan.

The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The

committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.

The EEO Officer shall train the EEOSDC on equal employment compliance and the Plan itself. The EEOSDC shall receive training in all of the following:

- a) The requirements of this subchapter 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 EEOSDC in carry out the District's EEO Plan.

## FUNCTIONS

- a) Be familiar with pertinent state and federal regulations; review district wide commitment to comply with regulations and recommend changes needed to gain compliance with regulations.
- b) Review and advise on the district's staff diversity/EEO plan and monitor its progress.
- c) Develop, evaluate and ensure staff diversity/ EEO definition is clearly understood and used in the hiring process.
- d) Recommend, conduct, and participate in in-service training on staff diversity/EEO.
- e) Periodically review recruitment procedures and selection processes.
- f) Review and suggest revisions of services,

employment policies, and other written and unwritten rules, policies, practices, and procedures that affect the district's diverse employee population.

- g) Ensure that there are anti-harassment and discrimination policies and procedures in place.

## MEMBERSHIP

Director, human resources (1) (co-chair)

Co-chair: Management Association (1)

Faculty Association (1)

Part-time Faculty Association (1)

CSEA (1)

Supervisory/Confidential (1)

ASBG (1)

## LENGTH OF APPOINTMENT

Faculty, classified, supervisory/confidential, management appointed members generally serve a two-year term. Other members are permanent members.

## CHAIR (S)

Director, Human Resources or designee and Management Association

## MEETINGS

Regularly scheduled meetings will be held monthly with the time and day established each semester.

# COMPLAINTS

## COMPLAINTS ALLEGING VIOLATION OF THE EQUAL EMPLOYMENT OPPORTUNITY (EEO)

The District established the following process permitting any person to file a complaint alleging that the District violated the EEO regulations. Any person who believes that the District violated EEO regulations may file a written complaint describing the alleged violation in detail.

This process is separate from the District's unlawful discrimination complaint procedure. The procedures for filing an employment discrimination complaint are available on the District's website.

A written complaint must:

- a) Allege a violation of the equal employment opportunity regulations under section 53000 et seq. of Title 5 of the California Code of Regulations,



and shall set forth the facts that explain the basis of the alleged violation, including: the name(s) of the individual(s) involved; the date(s) of the event(s) at issue; and a detailed description of the actions constituting the alleged violation.

- b) Be signed and dated. The District will not accept anonymous complaints.
- c) Be in writing and filed with the Director of Human Resources. If the complaint involves the Director of Human Resources, file the complaint with the Superintendent/President.

Complainants must file complaints regarding the hiring process as soon as possible and not later than 60 days after such occurrence unless the complainant can verify a compelling reason for the District to waive the 60-day limitation.

Complaints alleging violations of the Plan, that do not involve current hiring processes, must be filed as soon as possible after the occurrence of an alleged violation and not later than 90 days after such occurrence. In the case of an ongoing violation, the complainant must file within 90 days of the latest violation.

- d) Defective Complaint: The District may return any complaint without action when it finds the complaint does not meet the above-referenced requirements, or on the basis of any of the following:
  - a. Identical Title 5 allegations have previously been investigated and resolved;
  - b. The allegations are a continuation of a pattern of previously filed complaints involving the same or similar allegations that have been determined by the District to be factually or legally unsubstantiated;
  - c. The complaint is unintelligible or does not state a clear violation of the equal

employment opportunity regulations;

- d. The complaint fails to allege facts that explain the basis for the alleged violation.
- e) If the District returns a defective complaint, the District must provide a statement of the reason for returning the complaint without action.
- f) If a complaint is not defective, the District will give the complainant a written determination within 90 days of the filing of the complaint. If this is not practical, the District will provide a written notification to the complainant as to the reasons for the extension and estimated date of completion.
- g) The determination of the District, with respect to complaints filed pursuant to this procedure, shall be final.
- h) The Director of Human Resources or his/her designee will forward copies of all written complaints to the State Chancellor's Office upon receipt. If a complaint filed under section 53026 alleges unlawful discrimination, the District will process it according to the requirements of section 59300 et seq.

#### COMPLAINTS ALLEGING UNLAWFUL DISCRIMINATION OR HARASSMENT

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Human Resources is responsible for receiving such complaints and for coordinating their investigation in accordance with established procedures. The process for filing complaints alleging unlawful harassment or discrimination are outlined in Administrative Procedures 3435 (AP 3435) located on the Allan Hancock Website at <https://www.hancockcollege.edu/board/policies/index.php>.

## NOTIFICATION TO DISTRICT EMPLOYEES

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of district's Equal Employment Opportunity

Policy Statement and the Plan. The policy statement will be electronically posted in the employees' MyHancock portal page and District website. The Plan and subsequent revisions will be distributed to

the district's Board of Trustees, the Superintendent/ President, administrators, the academic and classified leadership, union representatives and members of the EEOSDC. The Plan will be available on the district's website, and when appropriate, may be distributed via e-mail. Each year, the district will provide all employees with a copy of the board's Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the district's Equal Employment

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

## TRAINING FOR SCREENING/SELECTION COMMITTEES

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel, shall receive appropriate training. Hiring committee training shall include:

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

This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Office of Human Resources is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

The District's mandatory training for screening and selection committees has been updated for fiscal year 2020-2021. The updated training will be offered each semester to provide administrators, faculty, and staff multiple opportunities to participate. The training will be updated and amended as needed to ensure content remains relevant, and to address gaps identified in the ongoing analysis of recruitment data.

Current training presentation is attached as Appendix C.

## ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS

The Director will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations how they can access or obtain a copy of the Plan and shall solicit their assistance in identifying qualified candidates. The notice will include the EEO Policy Statement and an Internet link to the Plan. The notice will also include the Internet address where the District advertises its job openings and contact information to obtain employment information.

The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. The Director will maintain a list of organizations which will receive this notice. Written notice may include mailings and electronic communications.

*Reference: Title 5, section 53003(c)(5)*

# ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT DATA

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

Historically, demographic data has not been systemically collected for current employees after initial hire. For Fiscal Year 2020-21, Human Resources will work with the Office of Institutional Effectiveness to survey employees to provide an opportunity to amend their previous responses on an annual basis. This is particularly critical for individuals who may elect at the time of application and/or their hire not to share demographic and/or disability information with the District, but wish to do so once they have established their employment at Allan Hancock College.

The following reports highlight a total of five categories: three gender or sex-identified, and three ethnic-identified. As shown in the reports, the totals are represented by the number and/or percentage of employees within the monitored groups of the District as a whole. The descriptors of the ethnicity categories themselves are derived from federal and state reporting requirements, which require the District to categorize the data in accordance to the identities established for purposes of assessing demographic data and EEO compliance by entities who receive state or federal funds and/or which are considered contracting entities

with the government. As such, the descriptors of the racial and ethnic identities used by the District for purposes of completing the statistical analysis in order to comply with federal requirements are broad.

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

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

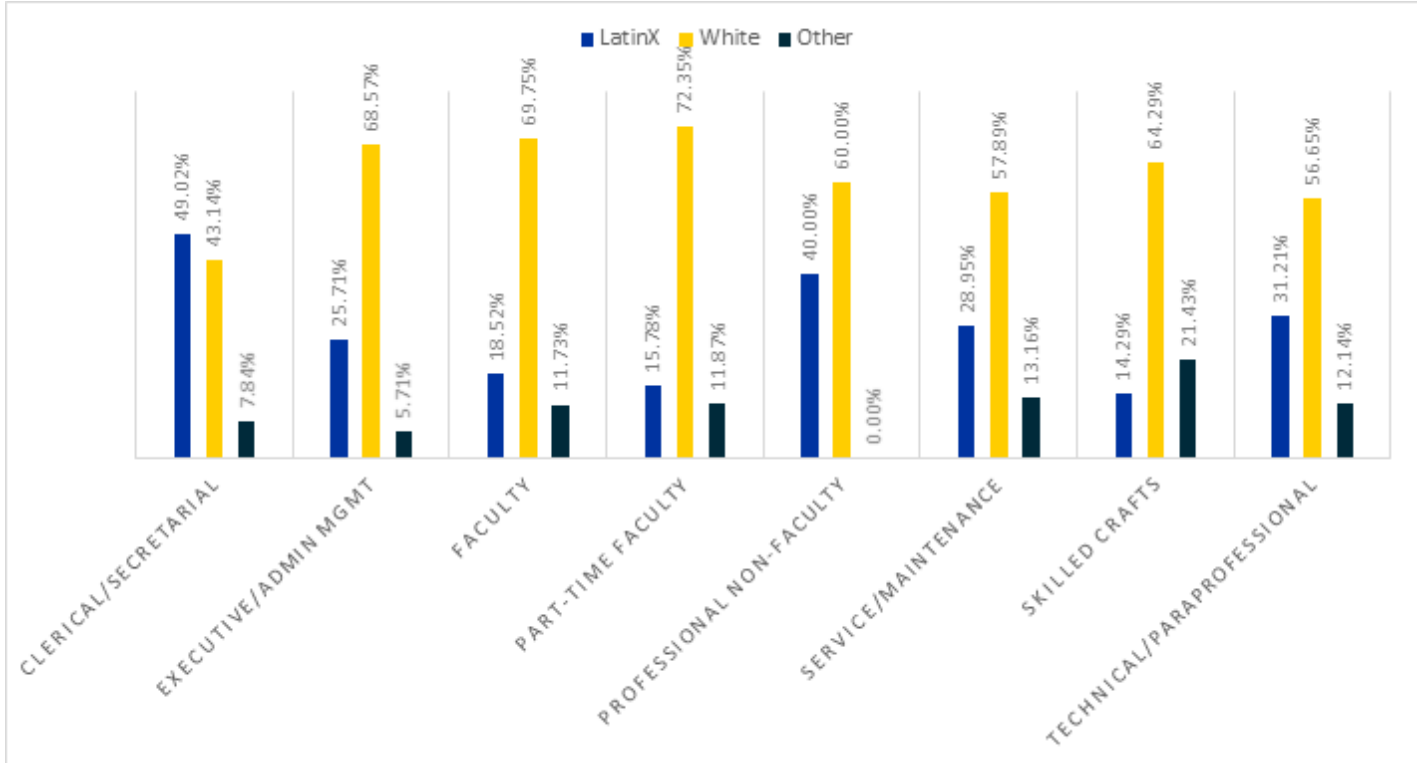
During this Fiscal Year of 2020-21, the District will initiate statistical report analysis for individuals with disabilities and veterans in addition to the current analysis done across gender (or sex) and race or ethnicity.

Further, the District's Equal Employment Opportunity and Staff Diversity Committee will review the format of the Plan itself and make structural revisions as necessary in order to more effectively benchmark current metrics and relevant strategies in hiring processes. By making this data more readily available, relevant stakeholders will be able to more easily evaluate possible changes in recruitment strategies to improve hiring processes, employee retention and service to the diverse population of students the District serves.

## WORKFORCE EEO-6 DATA (2020)

Data analysis was conducted using two data sources. The first source is the Management Information Systems (MIS) for the California Community college system. This data source is comprised of information reported to the Chancellor’s office. For the purposes of this report, the workforce data is of fall 2019 as that was the latest term reported. Data has been disaggregated by ethnicity, gender, and employment classification. Ethnicity is disaggregated into three groups: LatinX, White, and other underrepresented. This simple disaggregation was done due to the majority populations at Allan Hancock being LatinX and White. Other ethnicities were grouped into the other underrepresented group due to small numbers. The chart below shows the EEO-6 data. The data has been broken down into three populations:

LatinX, White, and Other underrepresented. The majority of employees identify as either LatinX or White much as the student population at Allan Hancock and the Santa Maria Community in which Allan Hancock resides. With 69 and 72 percent, faculty and part-time faculty respectively have the largest percentages of White employees. These two groups are closely followed by administration and management. In contrast, clerical/secretarial staff is the only EEO-6 group that has more LatinX (49 percent) than White (43 percent) employees. Furthermore, service/maintenance the second highest group with LatinX employees at 29 percent, but a majority of White at 58 percent. White employees have the highest percentages in nearly all groups, especially with administration and faculty positions.

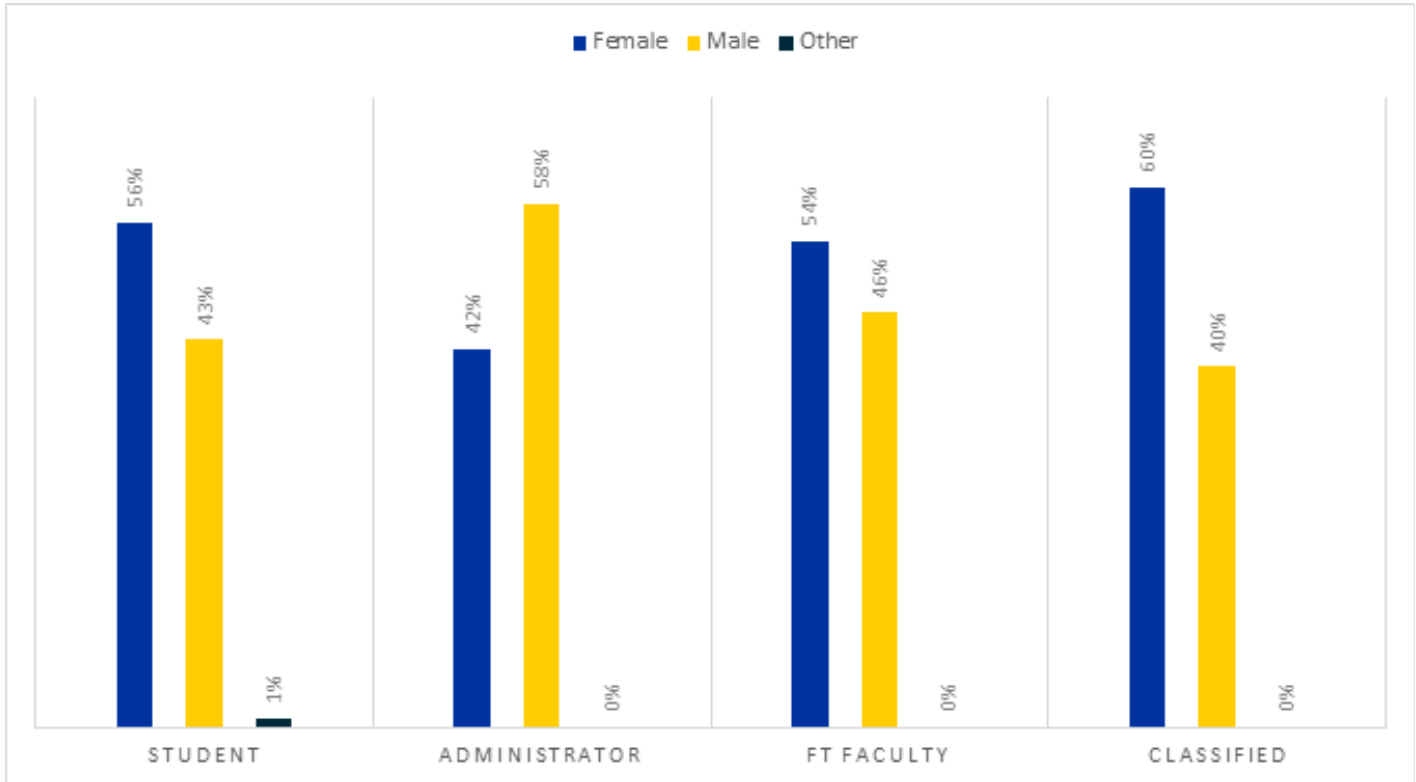


Source: California Community College Chancellor’s Office MIS Data Mart

## STUDENT/WORKFORCE GENDER MIS DATA (FALL 2019)

The chart below illustrates workforce data disaggregated by gender next to the student gender population at Allan Hancock. Allan Hancock has a majority female population with 56 percent of the students identifying

as such. In addition, faculty and classified staff have a majority of female students with 54 and 60 percent respectively. Conversely, administration has a larger majority of male members at 58 percent.



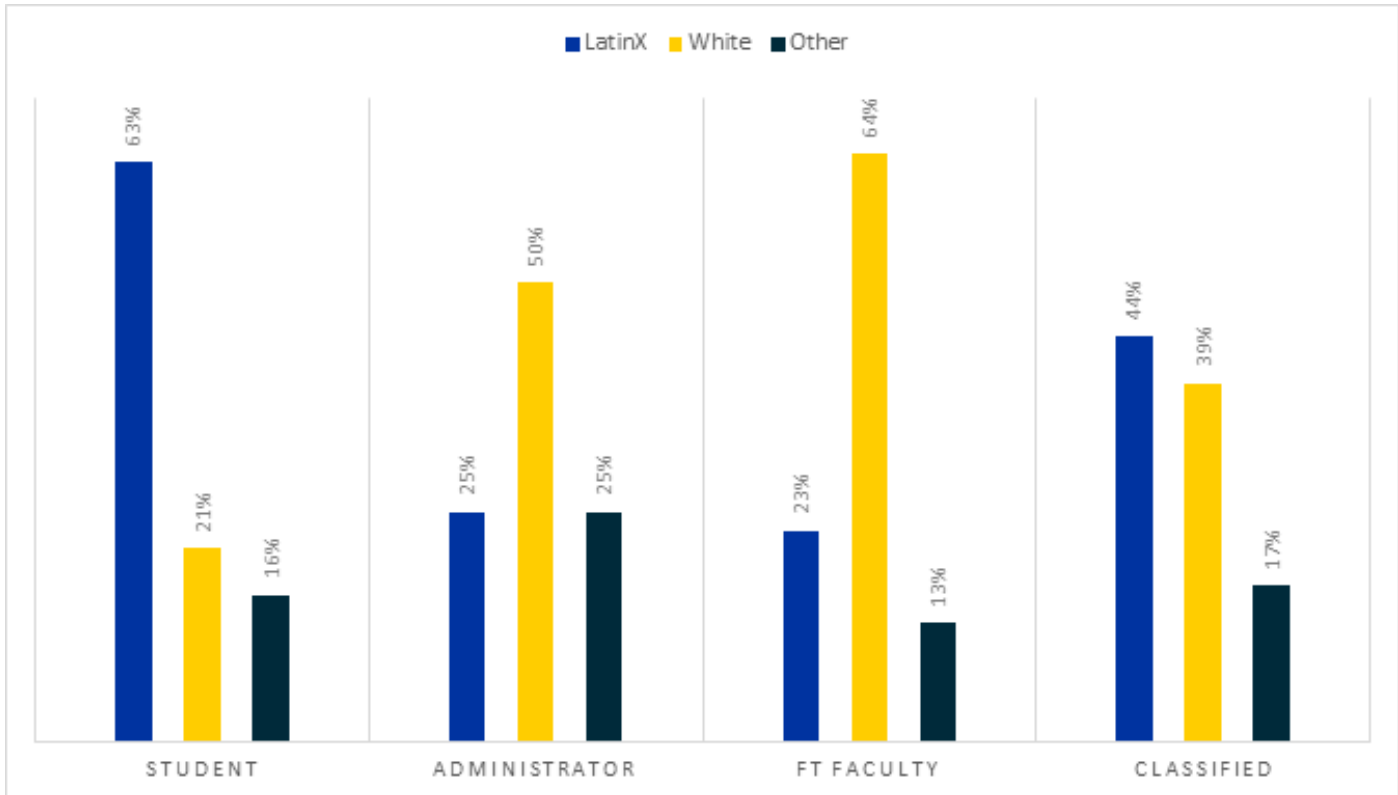
Source: California Community College Chancellor's Office MIS Data Mart

\*Fall MIS data includes concurrent enrollment students.

## STUDENT/WORKFORCE ETHNICITY MIS DATA (FALL 2019)

The chart below highlights the differences in the populations of Allan Hancock's students compared to the employees. Similar to the EEO-6 data, the workforce data is largely White. The student population,

however, is 63 percent LatinX. The only employee population with a larger LatinX population is classified staff, which includes the clerical/secretarial from the EEO-6 categories. The differences in population is a striking contrast and illustrates how Allan Hancock employees do not mirror the student population.



Source: California Community College Chancellor's Office MIS Data Mart

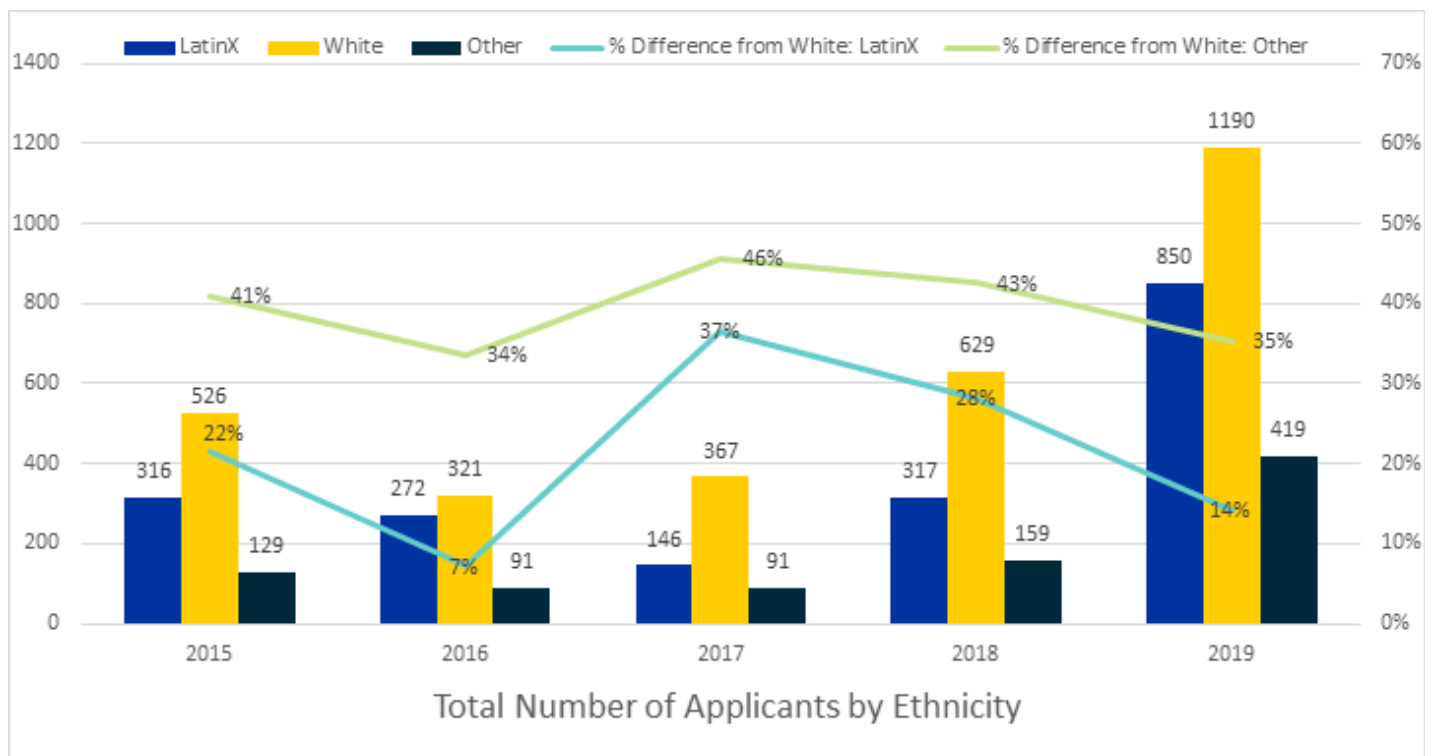
\*Fall MIS data includes concurrent enrollment students.

**TOTAL NUMBER OF JOB APPLICANTS  
BY ETHNICITY (2015 – 2019)**

The data for the next four charts is from institutional applicant tracking systems. The chart below illustrates the number in applications from 2015 to 2019. The applications are disaggregated by ethnicity to highlight the striking differences in the number of White applicants versus LatinX and other underrepresented populations. The bars are then overlaid by two percentage lines. The teal line shows the percentage difference of LatinX to the majority population, White applicants, and the second line shows the percentage differences between other underrepresented populations and White. There is a large increase in applicants received in 2019 with the total going from around 1,100 to 2,500 applicants, doubling the number of applicants. This is attributed to

the district moving to an online applicant tracking system (ATS) and dramatically improving outreach capabilities.

The lines illustrate the percent differences in populations versus the majority population. The lowest percentage difference being in 2016 with a 7 percent difference in the LatinX population versus White. This is immediately contrasted, however, in 2017 with the peak of 2015 to 2019 at 37 percent. In other words, 2017 LatinX and other underrepresented applicants were fewer in comparison to White applicant in the four years. Following 2017, the differences steadily decrease into 2019. Although 2019 had over double the amount of applicants as past years, it is also the second lowest point for population differences for historically underrepresented employees.

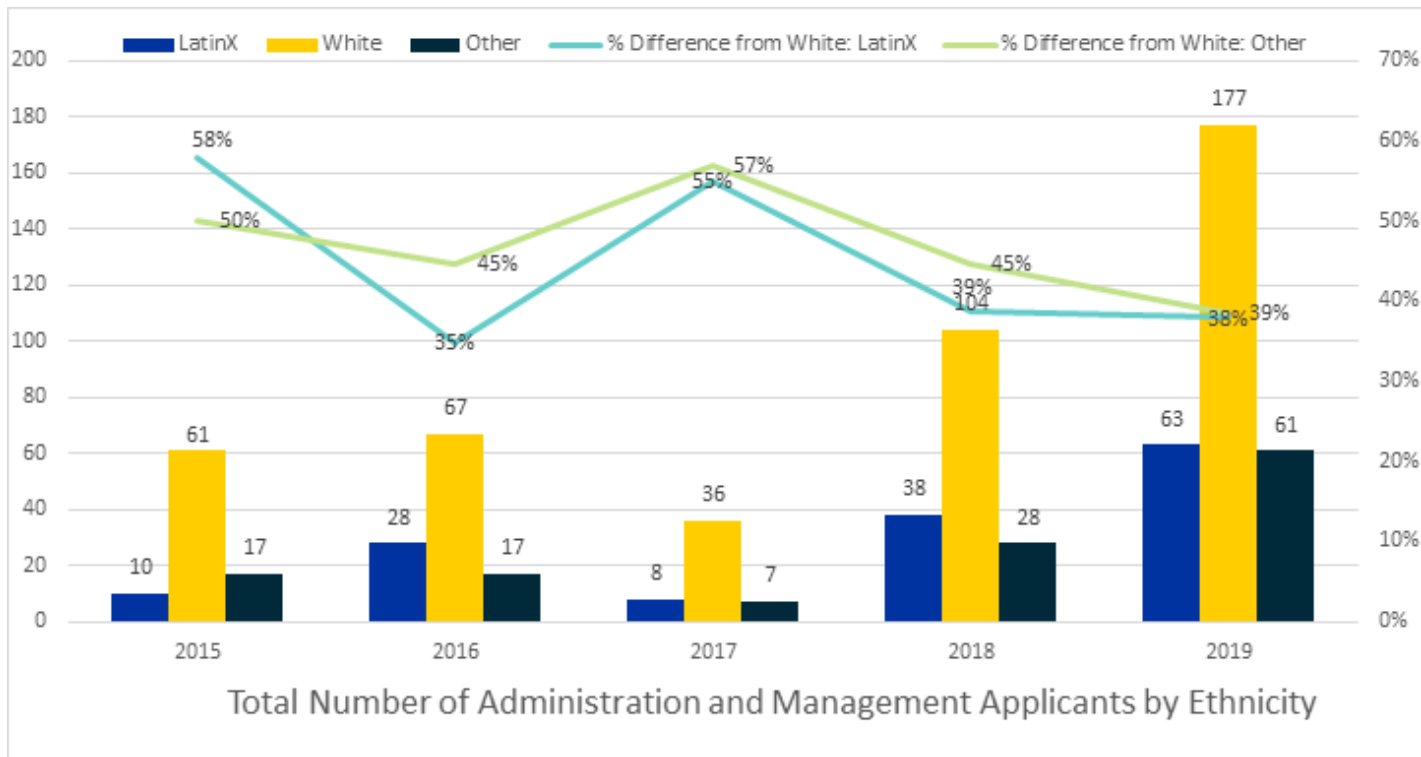


Source: Allan Hancock EEO Multiple Measures & Applicant Tracking System Data

**TOTAL NUMBER OF JOB APPLICANTS BY ETHNICITY AND JOB CLASS (2015 – 2019)**

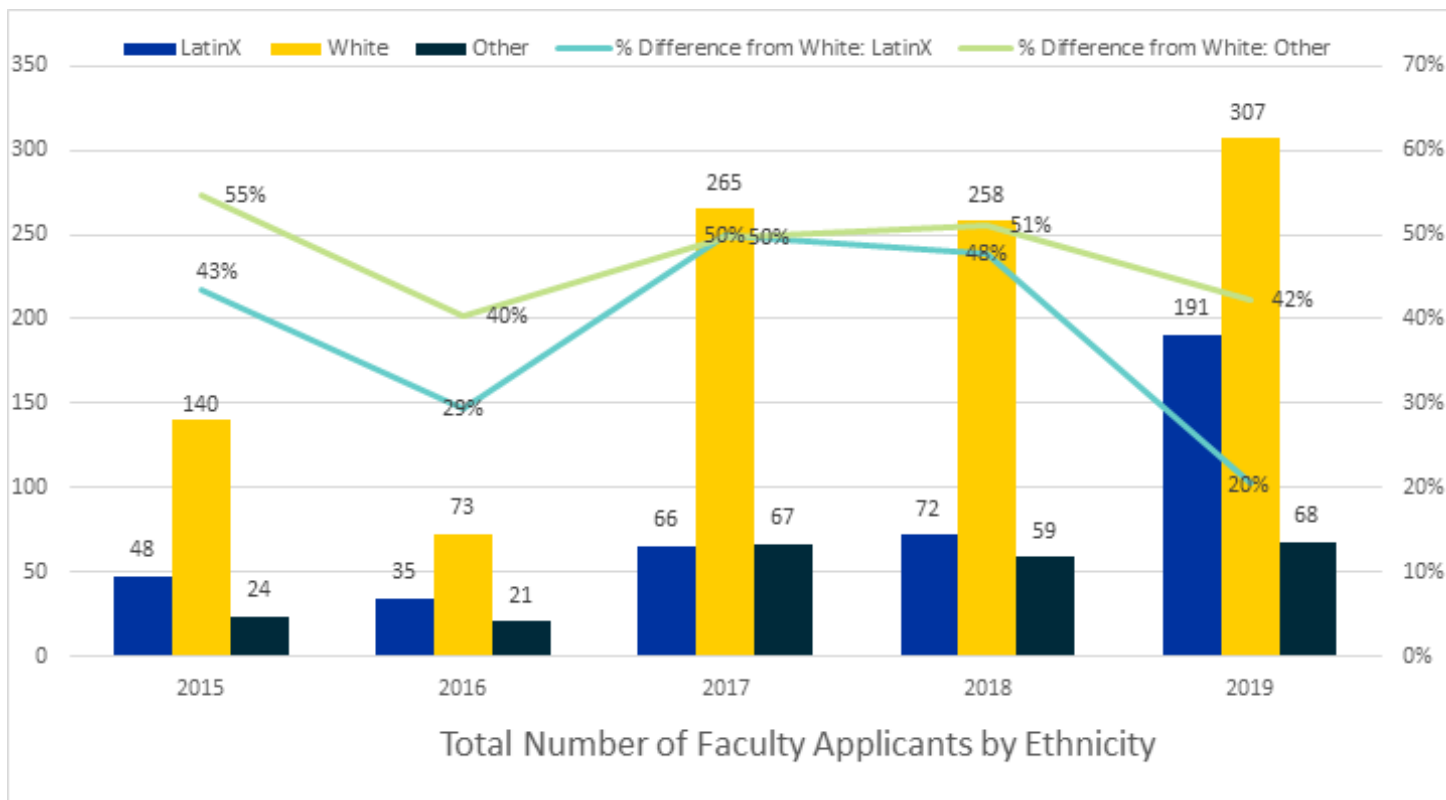
The charts below illustrate the applicant pools by job classes: administration/management, faculty, and classified staff. Similar to the chart above, there is an increase in all applicants in 2019 doubling in every workforce category. The categories diverge, however, with the percent differences of LatinX and other underrepresented employees from the majority population of employees, white. Both administration/

management and faculty differences from the majority population that do not go below 20 percent. In contrast, staff percent differences from the majority range from 2 to 12 percent. In other words, classified staff receives more applicants from LatinX and other underrepresented populations compared to white applicants. Moreover, both faculty and administration/management have percent differences from the majority that peak in the 2017 but begin to decrease over the next two years, especially in 2019.

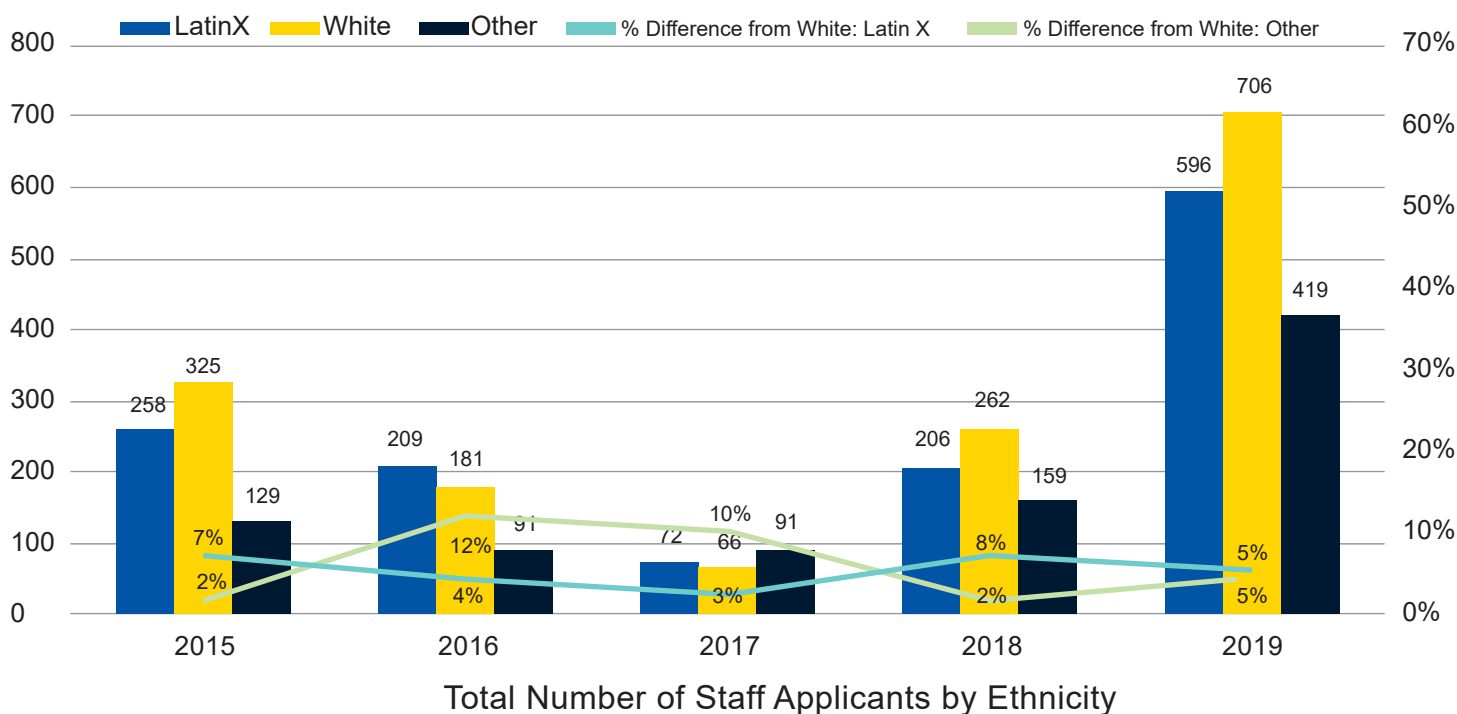


Source: Allan Hancock EEO Multiple Measures & Applicant Tracking System Data





Source: Allan Hancock EEO Multiple Measures & Applicant Tracking System Data



Source: Allan Hancock EEO Multiple Measures & Applicant Tracking System Data

## HIRING PROCESS RATES (APPLIED, INTERVIEWED, HIRED 2015-2019)

It is necessary to analyze the hiring process to identify barriers to equitable hiring. Below, the table and charts illustrate this process disaggregated along white, LatinX, and other underrepresented populations. The process has three stages: application, interview, and hiring. The percentages in the table below are based on the population totals from 2015 to 2019. In other words, each stage is the number of applicants in that stage divided by the total number of applicant in the same stage. For example, in 2019 50 percent of the applications received were white applicants; next, during the interview stage 51 percent of those interviewed were white; and finally, 55 percent of applicants hired

were white. This is an increasing rate of applicants going through the process. Conversely, decreasing percentages would indicate a population that has decreasing success rates. Below, white applicants are the only group with increasing percentages along the process, the only exception being in 2017.

The charts below disaggregate the process rates by employment classification. When disaggregated, the success percentages vary from increasing from year to year. The frequency of increasing success instances is higher among white applicants than LatinX or other underrepresented populations. Conversely, the frequency of decreasing successes is more prevalent among historically underrepresented populations.

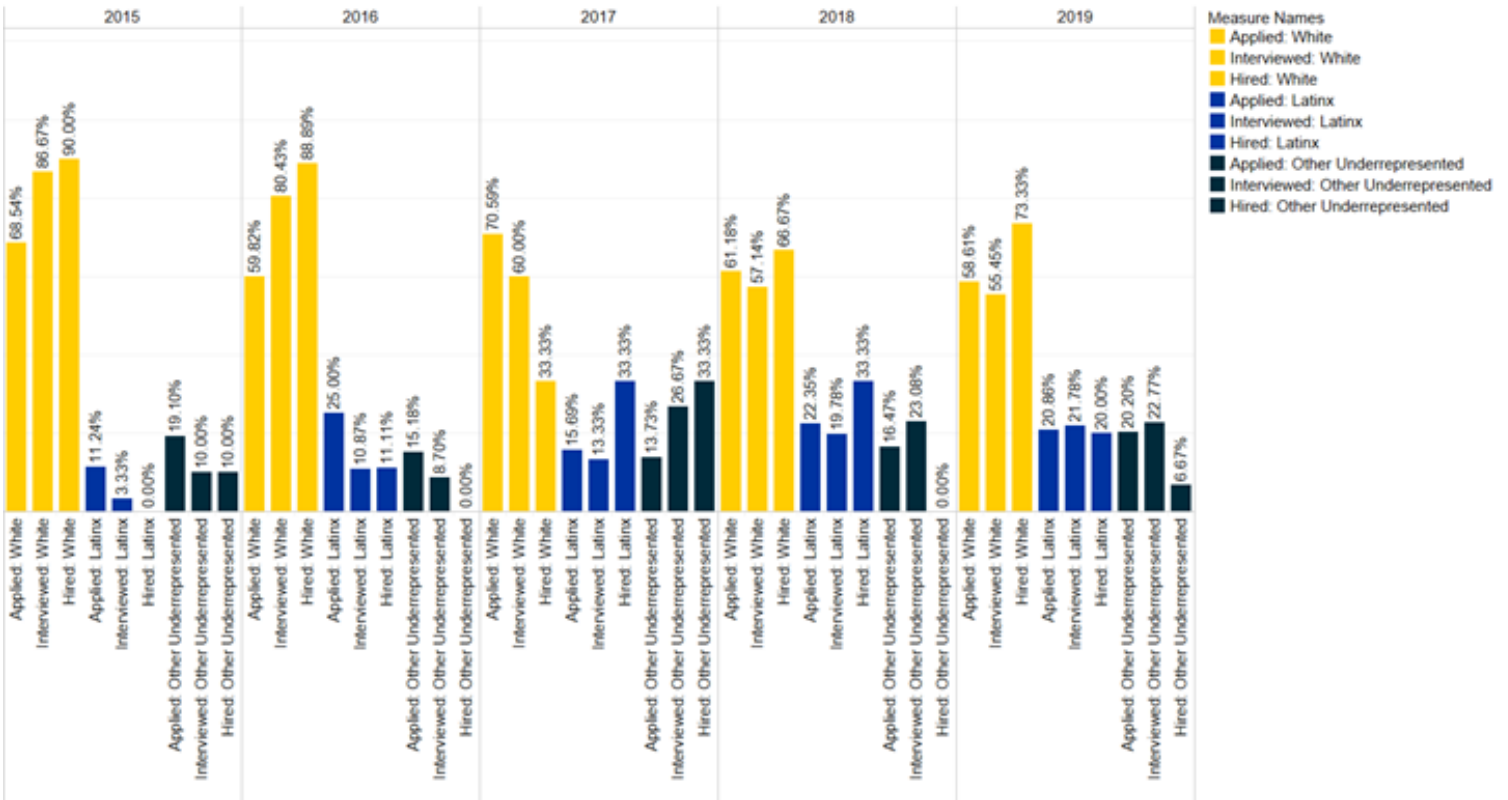
|                               | APPLIED   |               |         | INTERVIEWED |               |         | HIRED     |               |         |      |    |    |    |    |    |
|-------------------------------|-----------|---------------|---------|-------------|---------------|---------|-----------|---------------|---------|------|----|----|----|----|----|
|                               | % Applied | % Interviewed | % Hired | % Applied   | % Interviewed | % Hired | % Applied | % Interviewed | % Hired |      |    |    |    |    |    |
|                               | 2015      | 2016          | 2017    | 2018        | 2019          | 2015    | 2016      | 2017          | 2018    | 2019 |    |    |    |    |    |
| <b>White</b>                  | 54        | 58            | 65      | 47          | 54            | 68      | 60        | 61            | 52      | 59   | 57 | 63 | 50 | 51 | 55 |
| <b>LatinX</b>                 | 33        | 33            | 31      | 40          | 36            | 32      | 25        | 24            | 26      | 27   | 29 | 29 | 36 | 35 | 34 |
| <b>Other Underrepresented</b> | 13        | 9             | 4       | 13          | 10            | 0       | 15        | 14            | 23      | 14   | 14 | 8  | 15 | 14 | 11 |

Teal cells indicate increasing success rates through the hiring process.

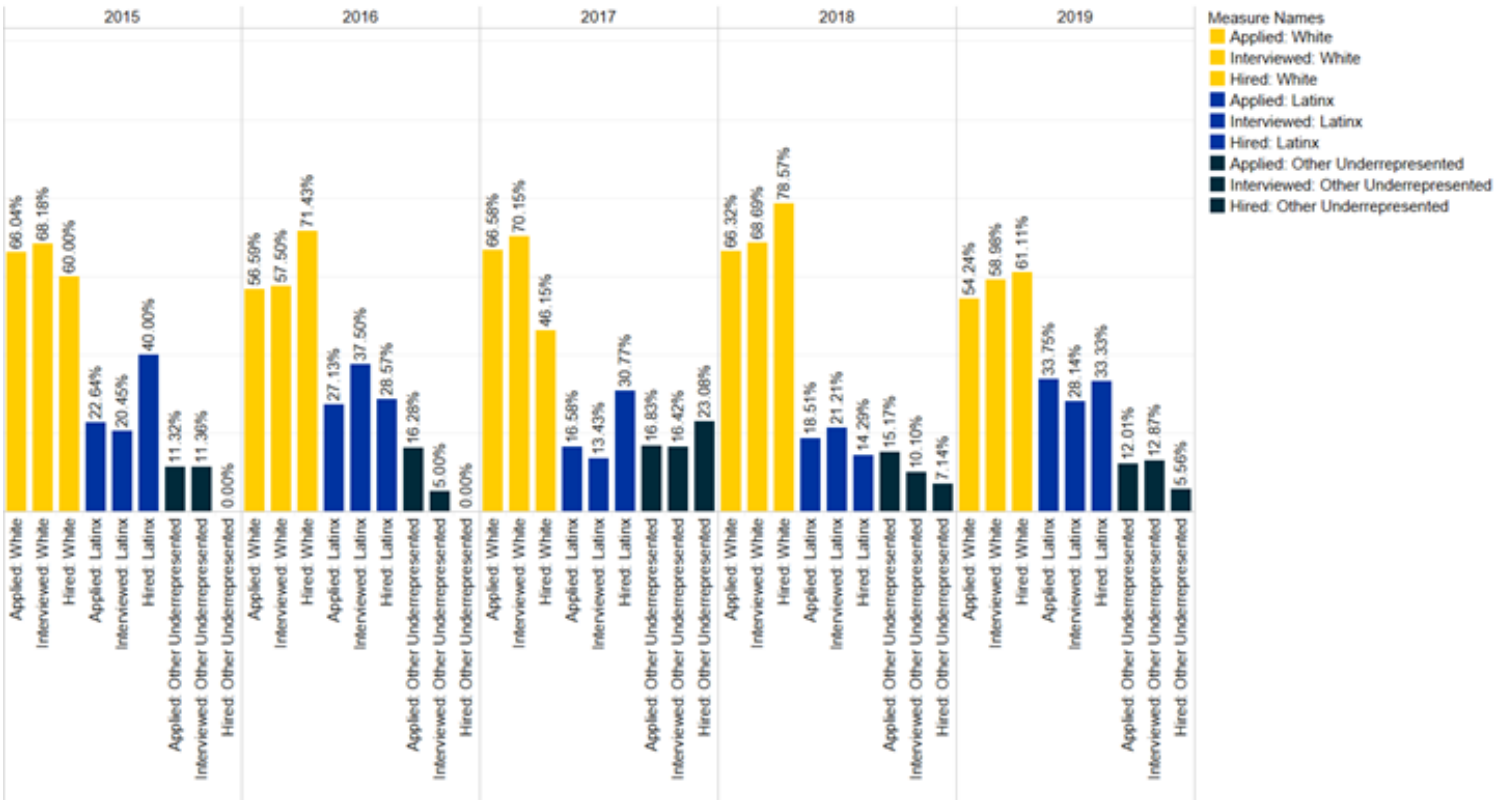
Black cells indicate decreasing success rates through the hiring process.

Source: Allan Hancock EEO Multiple Measures & Applicant Tracking System Data

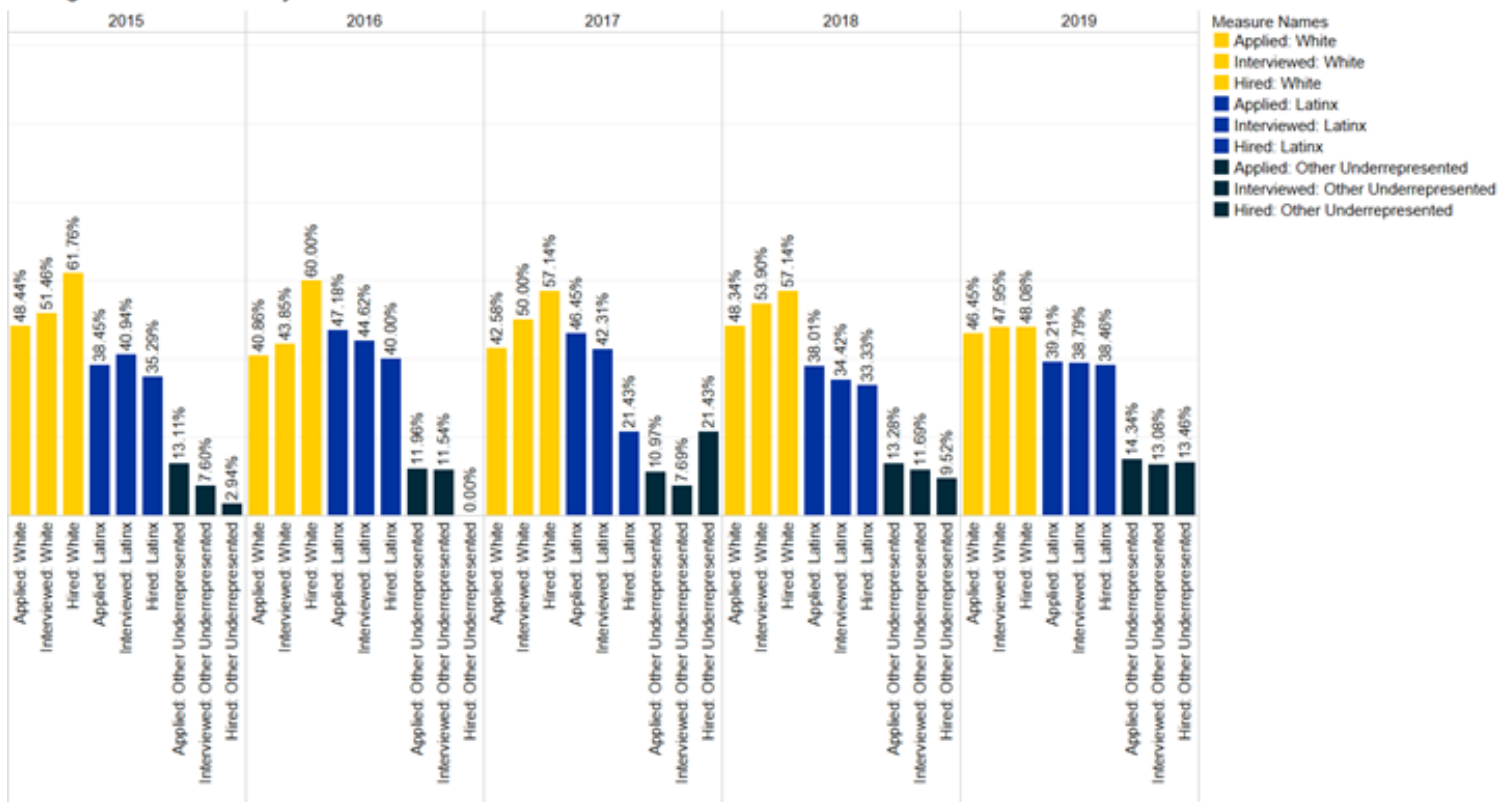
### Hiring Process Rates by Admin/Management



### Hiring Process Rates by Faculty



## Hiring Process Rates by Staff



Source: Allan Hancock EEO Multiple Measures & Applicant Tracking System Data

### DATA ANALYSIS

Data collected and analyzed make several key points clear. The Allan Hancock workforce demographics do not mirror the student or community demographics. According to the United States Census Bureau, the Santa Maria population estimation is 80 percent LatinX, 14 percent White, and 6 percent other unrepresented populations. While the clerical/secretarial staff are majority LatinX, like the college majority, these are employee groups with whom students may have infrequent interactions. Instead, the faculty and administration that students would see daily are majority White and not LatinX. This disparity could have adverse impact on student success as representation of LatinX faculty would have a positive impact on student success. Increased LatinX faculty representation would create a more inclusive environment for LatinX students by providing familiarity in faculty as role models. Furthermore,

as student enrollment from local high-schools increases so will the need to create better community representation among faculty and administration.

Eliminating barriers to hiring diverse faculty and administration for better underrepresented group representation has begun with increased recruitment outreach to communities beyond local areas using an online applicant tracking systems, integrated job boards, social media campaigns, and increased focus on diversity job boards. Historically, application submissions have remained steady, but with these new practices in place we are currently seeing increases in the diversity of our applicant pools and a decreasing percentage difference from the majority population. By increasing the diversity of our applicant pools, there is a greater opportunity to close equity gaps in hiring.

This increase in applicant pools will have an impact on the disproportionate impact analysis. For example, in the table below there is disproportionate impact in 2018

<sup>1</sup> AN INVESTIGATION OF CRITICAL MASS: The Role of Latino Representation in the Success of Urban Community College Students  
 Author(s): Linda Serra Hagedorn, Winny (YanFang) Chi, Rita M. Cepeda and Melissa McLain Source: Research in Higher Education, Vol. 48, No. 1 (February 2007), pp. 73-91 Published by: Springer Stable URL: <https://www.jstor.org/stable/25704493>

for faculty and staff with LatinX faculty at 65 percent. In 2019, there was as surge in the applicant pool and the disproportionate impact vanished at 88 percent. In fact, most disproportionately impacted populations

had a percent increase from 2018 to 2019, especially among faculty and staff hires. See appendix B for a full breakdown of all applied, interviewed, and hired data.

| ADVERSE IMPACT ANALYSIS- FOUR-FIFTHS (OR 80%) RULE |                        |             |      |      |      |      |      |       |      |      |      |      |      |
|--|------------------------|-------------|------|------|------|------|------|-------|------|------|------|------|------|
| Disproportionate Impact = <80%                     |                        | Interviewed |      |      |      |      |      | Hired |      |      |      |      |      |
|  |                        | 2014        | 2015 | 2016 | 2017 | 2018 | 2019 | 2014  | 2015 | 2016 | 2017 | 2018 | 2019 |
| Overall  | White/Other            |             |      |      |      |      |      |       |      |      |      |      |      |
|  | LatinX                 | 109         | 95   | 79   | 97   | 89   | 95   | 147   | 78   | 55   | 121  | 92   | 86   |
|  | Other Underrepresented | 150         | 61   | 63   | 96   | 95   | 95   |       | 23   |      | 178  | 48   | 66   |
|  | TOTAL                  | 109         | 93   | 87   | 99   | 96   | 98   | 109   | 82   | 69   | 117  | 90   | 90   |
| Admin/ Management                                  | White/Other            |             |      |      |      |      |      |       |      |      |      |      |      |
|  | LatinX                 | 81          | 23   | 32   | 100  | 95   | 110  | 209   |      | 30   | 450  | 137  | 77   |
|  | Other Underrepresented | 114         | 41   | 43   | 229  | 150  | 119  |       | 40   |      | 514  |      | 26   |
|  | TOTAL                  | 95          | 79   | 74   | 118  | 107  | 106  | 128   | 76   | 67   | 212  | 92   | 80   |
| Faculty  | White/Other            |             |      |      |      |      |      |       |      |      |      |      |      |
|  | LatinX                 | 192         | 88   | 136  | 77   | 111  | 77   | 96    | 194  | 83   | 268  | 65   | 88   |
|  | Other Underrepresented | 198         | 97   | 30   | 93   | 64   | 99   |       |      |      | 198  | 40   | 41   |
|  | TOTAL                  | 141         | 97   | 98   | 95   | 97   | 92   | 85    | 110  | 79   | 144  | 84   | 89   |
| Staff  | White/Other            |             |      |      |      |      |      |       |      |      |      |      |      |
|  | LatinX                 | 81          | 100  | 88   | 78   | 81   | 96   | 151   | 72   | 58   | 34   | 74   | 95   |
|  | Other Underrepresented | 143         | 55   | 90   | 60   | 79   | 88   |       | 18   |      | 146  | 61   | 91   |
|  | TOTAL                  | 93          | 94   | 93   | 85   | 90   | 97   | 120   | 78   | 68   | 75   | 85   | 97   |

Increasing the applicant pools is an important part of improving workforce demographics, but the hiring process needs to be examined further to increase applicant success rates from historically underrepresented populations. The data shows that applicants from historically underrepresented populations have decreasing chances the further they navigate through the hiring process, especially when overcoming the interview and ultimately being selected. Interviewing and hiring practices require further examination regarding potential barriers to diversity and

equity sensitivity. Additionally, expanding and improving training and development for those participating in the search process is paramount. The district has updated the search committee training for 2020-21, and has increased the availability of other Diversity, Equity, and Inclusion (DEI) to include emphasis on unconscious bias and best practices in interviewing. The district also has two locally developed programs dedicated to fostering a sensitivity to equity and diversity on campus and in the recruitment process. These programs are provided in greater detail on page 25 of this plan.

# METHODS FOR ADDRESSING UNDERREPRESENTATION

CCR - Title 5, § 53021 et seq.

## RECRUITMENT

The District will actively recruit from both within and outside the district work force to attract qualified candidates for all vacancies. This shall include outreach designed to ensure that all persons are provided the opportunity to seek employment with the District. The requirement of open recruitment shall apply to all full-time and part-time vacancies in all job categories and classifications.

- a) Recruitment for full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants listed in the California Community Colleges Equal Employment Opportunity Registry and posting job announcements with the Registry.
- b) Recruitment for part-time faculty positions may be conducted separately for each vacancy or by annually establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this section.
- c) "In-house or promotional only" recruitments shall not be used to fill any vacation for any position, with the exception of a position being filled on an interim basis for the minimum time necessary to allow for full and open recruitment. No interim appointment or series of interim appointments shall exceed two years in duration.
- d) Recruitment for all open positions will normally include, but not limited to, placement of job announcements in the following instruments:
  1. District career website.
  2. District social media and other electronic media outlets.
  3. Local and regional community publications or job boards.
  4. Publications, including electronic media that are distributed to the general market and to newspapers, publications whose primary

audience is comprised of groups found to be underrepresented in the District's workforce.

5. California Community Colleges Registry.
6. Publications, including electronic media, that are targeted to the professions and/or disciplines appropriate to the position.
7. Recruitment booths at job fairs or conferences oriented to both the public and economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce.

## JOB ANNOUNCEMENTS

Job announcements shall state clearly the job specifications setting forth the knowledge, skills, and abilities necessary to job performance.

For faculty and administrative positions, job requirements shall include a demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the district wishes to utilize, shall be reviewed before the position is announced, to ensure conformity with the requirements of equal employment regulations and state and federal nondiscrimination laws.

## REVIEW OF INITIAL AND QUALIFIED APPLICANT POOLS

The application for employment shall provide for self-identification of the applicant's gender, ethnic group identification and, if applicable, his or her disability. This information shall be kept confidential and shall be used only in research, monitoring, and evaluating the effectiveness of the district's equal employment opportunity plan.

- a) After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the Chief Human Resources Officer or designee.

b) The initial applicant pool shall be screened to eliminate applicants who do not satisfy the minimum qualifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the "qualified applicant pool." The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Chief Human Resources Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, appropriate action will be taken.

## **SCREENING AND SELECTION PROCEDURES**

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. The District's recruitment and hiring procedures will include in its section on applicant screening by screening/interview committees the following provisions:

- a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
1. Provided to the Chancellor's Office upon request;
  2. Designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;
  3. Based solely on job-related criteria; and
  4. Designed to avoid an adverse impact, and monitored to detect and address any adverse impact for any identifiable monitored groups.

- b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- c) The equal employment opportunity officer or designee shall approve the makeup of screening/interview committees. If the equal employment opportunity officer does not approve the screening/interview committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.
- d) Before a person can serve on a screening or interview committee, he or she must receive equal employment opportunity/diversity training.
- e) All screening materials, including testing and demonstrations, must be approved by the equal employment opportunity officer or designee for compliance with these rules.
- f) The equal employment opportunity officer shall monitor recruitments for adverse impact and may recommend corrective action.
- g) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the superintendent/president or his/her designee will do the following:
1. Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
  2. When appropriate, assist the screening/interview committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about the individual candidates is not disclosed.
  3. When necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

- h) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, national origin, parental status, physical or mental disability, pregnancy, race or ethnicity, religion, sexual orientation or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by federal or state law. The District will not apply the Plan in a rigid manner that has the purpose or effect of so discriminating.
- i) The superintendent/president or designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection

committee, subject to board approval.

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

## LONG-TERM ANALYSIS AND REMEDIES

If any underrepresentation is identified as a result of the district’s longitudinal analysis of its recruitment and workforce demographics, the district shall address the underrepresentation.

## ADDITIONAL STEPS TO REMEDY ANY SIGNIFICANT UNDERREPRESENTATION

5 CCR § 53006

If the District determines that a particular monitored group is significantly underrepresented with respect to one or more job categories, the District shall take the following additional steps:

1. review its recruitment procedures; review and advise on recruitment efforts, job announcements, interview protocols;
2. consult with counsel to determine whether there are other additional measures that may be undertaken that are required or permitted by law;
3. consider various other means of reducing the underrepresentation which do not involve taking monitored group status into account and implement any such techniques that are feasible;
4. if significant underrepresentation persists, review each locally-established job qualification to determine if it is job related and consistent with business necessity;
5. discontinue the use of any non job-related local qualification;

6. continue using job-related local qualifications only if no alternative standard is reasonably available;
7. consider the implementation of additional measures designed to promote diversity.
8. review retention efforts and other aspects of the hiring, retention, and promotion processes that impact the District’s ability to attract and retain a diverse faculty and staff;
9. advise on implementing the District’s obligation to hire faculty and administrators with a demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students;
10. promote hiring of faculty and administrators who have attended and/or graduated from a community college;



For this purpose of this section, “a reasonable period of time” means three years, or such longer period as the Chancellor may approve up the request of the Equal Employment Opportunity and Staff Diversity Committee.

Nothing in this section shall be construed to prohibit a 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.

## REASONABLE ACCOMMODATIONS FOR PERSONS WITH DISABILITIES

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m), section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The ADA Coordinator is responsible for handling requests for accommodations from current employees as well as for applicants seeking such accommodations during the application/selection process. Individuals seeking a reasonable accommodation should contact the Office of Human Resources at:

ADA Coordinator  
800 South College Drive  
Santa Maria, CA 93454  
805-922-6966 x 3338  
ahchr@hancockcollege.edu

## ON-GOING COMMITMENT TO EQUAL EMPLOYMENT AND DIVERSITY

The District acknowledges that various approaches are required to fulfill its mission of ensuring EEO and the creation of a diverse workforce. EEO means all qualified individuals have a fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. EEO should exist at all levels and in all job categories. This also requires creating an environment that fosters cooperation, democracy, and free expression of ideas welcoming to all people. The District will promote learning opportunities and personal growth in the area of diversity and establish and maintain the desired academic and working environment. The District’s diversity programs may include, but are not limited to, the following activities:

1. Conducting campus climate surveys of faculty, staff, administrators, and students.
2. Presenting guest speakers on diversity topics and issues relevant to District employees.
3. Highlighting the District’s EEO and diversity policies in job announcements and in recruitment, marketing and other publications.
4. Promoting diversity events and informing faculty and staff about diversity and EEO programs, policies, and practices.
5. Providing Diversity, Equity, and Inclusion (DEI) training opportunities for faculty, staff, and administrators.
6. Providing unconscious bias and Equal Employment training opportunities for faculty, staff, and administrators.
7. Encourage, develop and support mentor programs for faculty and staff that serve to develop leadership potential in faculty, staff and students from underrepresented and diverse groups.

8. Conducting outreach to student, professional, community and other organizations that represent the diverse community the District serves.

## LOCAL PROGRAMS DEMONSTRATING ON-GOING COMMITMENT TO EEO/DIVERSITY

### Faculty Diversity Resource Specialist (DRS)

A Diversity Resource Specialist (DRS) is a full-time faculty member trained to participate as a voting member in all phases of the screening and interview process for faculty hiring. A DRS also serves a unique role in assisting faculty hiring committees to:

- maximize the diversity of the candidate/applicant pool,
- develop methods of assessing diversity through meaningful interview questions related to diversity,
- assess each candidate's sensitivity to the district's diverse student population when screening,
- interviewing and ranking faculty (instructional and service) demos and writing samples.

Each screening and interview committee must include a DRS. The DRS may not be a member of the department that is hiring. The DRS is selected by the faculty chair, in consultation with human resources, from a trained pool of Diversity Resource Specialists.

The Diversity Resource Specialist will discuss his or her role on the committee and review staff diversity/equal employment opportunity principles and practices with committee members.

The district Equal Employment Opportunity officer or representative in consultation with the committee's diversity resource specialist shall review the applicant pool. This evaluation includes determining the adequacy of the applicant pool and recommending to the superintendent/president any further action. If the superintendent/president in consultation with the Diversity Resource Specialist or Equal Employment Opportunity officer determines that the pool is inadequate, then he or she may decide to extend the closing date and reconvene the screening and interview committee to discuss how to improve the pool of applicants and determine the next steps in the process.

The Equal Employment Opportunity officer and the Diversity Resource Specialist will review the slate of applicants to be interviewed and may recommend, after consultation with the committee, additional applicants to be interviewed or extension of the search process.

### Equity Ambassador Program

The Equity Ambassador Program is a professional development opportunity created in partnership with JUST Communities, a social justice non-profit organization locally based in Santa Barbara, California. The District has partnered with JUST Communities to offer an intensive four-day Diversity, Equity, and Inclusion (DEI) program. The series of DEI workshops will equip faculty, staff and administrators with the knowledge, skills, and resources required to become equity ambassadors on and off campus. Equity Ambassadors will champion DEI initiatives on campus, serve on shared governance committees and councils, and serve as equity monitors for future hiring committees.

The first cohort is limited to thirty (30) participants. Cohort members must commit to all four (4) dates to complete the program. The program includes:

- Developing a Common Language on Diversity, Equity and Inclusion (DEI). Participants will learn to talk about and identify: stereotypes, bias/prejudice, discrimination, and oppression.
- Explore the Table of Oppression: how do issues play out in aspects of college life; hiring, education, outreach, etc. What is implicit bias and how does it affect hiring processes at AHC?
- Review and learn to apply what you've learned about equity and inclusion. How do we communicate? How do you engage others?

The Equity Ambassador Program is scheduled to commence fall 2020. With additional cohorts to follow each year.

# APPENDIX A

## **Santa Maria Valley Chamber of Commerce**

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

## **City of Santa Maria**

110 E Cook, Santa Maria, CA 93454  
Contact: HR Division  
805. 925.0951 ext. 2203  
HRAssist@cityofsantamaria.org

## **Santa Barbara Planning & Development – North County Office**

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

## **Santa Barbara County Office of Education**

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

## **Orcutt Union School District**

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

## **Boys and Girls Club – Central Coast**

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

## **Santa Barbara Bonita School District**

708 Miller Street, Santa Maria, CA 93454  
Contact: Bijou Beltran  
805.361.8120

## **Santa Maria Valley YMCA**

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

## **GALA of the Central Coast**

1060 Palm Street, San Luis Obispo, CA 93401  
Contact: Doug Heumann (President)  
805.541.4252

## **EDD**

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

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

185 Oakmont Ave., Lompoc, CA 93436  
805.733.3463

## **Future Leaders of America - Santa Maria Region**

110 S. Lincoln St Suite 207  
Santa Maria, CA 93458-5067

## **Workforce Resource Center (Santa Maria)**

1410 S Broadway Santa Maria CA 93454-6971  
805.614.1275

# Appendix B

|                      |             | APPLIED |       |      |      |       |       |             |
|----------------------|-------------|---------|-------|------|------|-------|-------|-------------|
|                      |             | 2014    | 2015  | 2016 | 2017 | 2018  | 2019  | Grand Total |
| Overall              | White/Other | 222     | 541   | 321  | 378  | 624   | 1,190 | 3,276       |
|                      | Latinx      | 181     | 327   | 272  | 156  | 316   | 850   | 2,102       |
|                      | Asian       | 22      | 75    | 44   | 45   | 95    | 176   | 457         |
|                      | Black       | 16      | 45    | 33   | 35   | 51    | 119   | 299         |
|                      | Ind/Alk     | 6       | 10    | 9    | 11   | 9     | 35    | 80          |
|                      | Hi/Pi       | 0       | 3     | 5    | 2    | 4     | 17    | 31          |
|                      |             | 44      | 133   | 91   | 93   | 159   | 347   | 867         |
|                      | Female      | 239     | 616   | 412  | 279  | 540   | 1,331 | 3,417       |
|                      | Male/Other  | 208     | 386   | 272  | 348  | 561   | 1,057 | 2,832       |
|                      | TOTAL       | 447     | 1,002 | 684  | 627  | 1,101 | 2,388 | 6,249       |
| Admin/<br>Management | White/Other | 2323    | 61    | 67   | 36   | 104   | 177   | 468         |
|                      | Latinx      | 22      | 10    | 28   | 8    | 38    | 63    | 169         |
|                      | Asian       | 1       | 6     | 9    | 2    | 14    | 36    | 68          |
|                      | Black       | 8       | 11    | 6    | 3    | 14    | 19    | 61          |
|                      | Ind/Alk     | 0       | 0     | 1    | 2    | 0     | 3     | 6           |
|                      | Hi/Pi       | 0       | 0     | 1    | 0    | 0     | 3     | 4           |
|                      |             | 9       | 17    | 17   | 7    | 28    | 61    | 139         |
|                      | Female      | 19      | 32    | 53   | 14   | 86    | 130   | 334         |
|                      | Male/Other  | 35      | 57    | 59   | 37   | 84    | 172   | 444         |
|                      | TOTAL       | 54      | 89    | 112  | 51   | 170   | 302   | 778         |
| Faculty              | White/Other | 96      | 140   | 73   | 265  | 258   | 307   | 1,139       |
|                      | Latinx      | 50      | 48    | 35   | 66   | 72    | 191   | 462         |
|                      | Asian       | 13      | 13    | 4    | 33   | 39    | 39    | 141         |
|                      | Black       | 6       | 9     | 14   | 24   | 15    | 20    | 88          |
|                      | Ind/Alk     | 4       | 2     | 1    | 8    | 3     | 7     | 25          |
|                      | Hi/Pi       | 0       | 0     | 2    | 2    | 2     | 2     | 8           |
|                      |             | 23      | 24    | 21   | 67   | 59    | 68    | 262         |
|                      | Female      | 88      | 108   | 70   | 176  | 168   | 353   | 963         |
|                      | Male/Other  | 81      | 104   | 59   | 222  | 221   | 213   | 900         |
|                      | TOTAL       | 169     | 212   | 129  | 398  | 389   | 566   | 1,863       |
| Staff                | White/Other | 103     | 325   | 181  | 66   | 262   | 706   | 1,643       |
|                      | Latinx      | 109     | 258   | 209  | 72   | 206   | 596   | 1,450       |
|                      | Asian       | 8       | 54    | 31   | 8    | 42    | 101   | 244         |
|                      | Black       | 2       | 24    | 13   | 8    | 22    | 80    | 149         |
|                      | Ind/Alk     | 2       | 7     | 7    | 1    | 6     | 25    | 48          |
|                      | Hi/Pi       | 0       | 3     | 2    | 0    | 2     | 12    | 19          |
|                      |             | 12      | 88    | 53   | 17   | 72    | 218   | 460         |
|                      | Female      | 132     | 451   | 289  | 73   | 286   | 848   | 2,079       |
|                      | Male/Other  | 92      | 220   | 154  | 82   | 256   | 672   | 1,476       |
|                      | TOTAL       | 224     | 671   | 443  | 155  | 542   | 1,520 | 3,555       |

**INTERVIEWED**

|                              |                    | 2014 | 2015 | 2016 | 2017 | 2018 | 2019  | Grand Total |
|------------------------------|--------------------|------|------|------|------|------|-------|-------------|
| <b>Overall</b>               | <b>White/Other</b> | 64   | 146  | 117  | 85   | 203  | 848   | 1,463       |
|                              | <b>Latinx</b>      | 57   | 84   | 78   | 34   | 92   | 574   | 919         |
|                              | <b>Asian</b>       | 10   | 13   | 12   | 9    | 28   | 132   | 204         |
|                              | <b>Black</b>       | 6    | 8    | 7    | 5    | 18   | 69    | 113         |
|                              | <b>Ind/Alk</b>     | 3    | 1    | 2    | 5    | 3    | 25    | 39          |
|                              | <b>Hi/Pi</b>       | 0    | 0    | 0    | 1    | 0    | 10    | 11          |
|                              |                    | 19   | 22   | 21   | 20   | 49   | 236   | 367         |
|                              | <b>Female</b>      | 74   | 156  | 132  | 62   | 173  | 913   | 1,510       |
|                              | <b>Male/Other</b>  | 66   | 96   | 84   | 77   | 171  | 747   | 1,241       |
|                              | <b>TOTAL</b>       | 140  | 252  | 216  | 139  | 344  | 1,660 | 2,751       |
| <b>Admin/<br/>Management</b> | <b>White/Other</b> | 9    | 26   | 37   | 9    | 52   | 112   | 245         |
|                              | <b>Latinx</b>      | 7    | 1    | 5    | 2    | 18   | 44    | 77          |
|                              | <b>Asian</b>       | 1    | 1    | 3    | 1    | 11   | 25    | 42          |
|                              | <b>Black</b>       | 3    | 2    | 1    | 1    | 10   | 17    | 34          |
|                              | <b>Ind/Alk</b>     | 0    | 0    | 0    | 2    | 0    | 2     | 4           |
|                              | <b>Hi/Pi</b>       | 0    | 0    | 0    | 0    | 0    | 2     | 2           |
|                              |                    | 4    | 3    | 4    | 4    | 21   | 46    | 82          |
|                              | <b>Female</b>      | 4    | 13   | 22   | 3    | 51   | 88    | 181         |
|                              | <b>Male/Other</b>  | 16   | 17   | 24   | 12   | 40   | 114   | 223         |
|                              | <b>TOTAL</b>       | 20   | 30   | 46   | 15   | 91   | 202   | 404         |
| <b>Faculty</b>               | <b>White/Other</b> | 19   | 30   | 23   | 47   | 68   | 197   | 384         |
|                              | <b>Latinx</b>      | 19   | 9    | 15   | 9    | 21   | 94    | 167         |
|                              | <b>Asian</b>       | 5    | 3    | 1    | 6    | 6    | 27    | 48          |
|                              | <b>Black</b>       | 2    | 1    | 1    | 2    | 3    | 8     | 17          |
|                              | <b>Ind/Alk</b>     | 2    | 1    | 0    | 2    | 1    | 7     | 13          |
|                              | <b>Hi/Pi</b>       | 0    | 0    | 0    | 1    | 0    | 1     | 2           |
|                              |                    | 9    | 5    | 2    | 11   | 10   | 43    | 80          |
|                              | <b>Female</b>      | 30   | 21   | 24   | 34   | 40   | 181   | 330         |
|                              | <b>Male/Other</b>  | 17   | 23   | 16   | 33   | 59   | 153   | 301         |
|                              | <b>TOTAL</b>       | 47   | 44   | 40   | 67   | 99   | 334   | 631         |
| <b>Staff</b>                 | <b>White/Other</b> | 36   | 88   | 57   | 26   | 83   | 539   | 829         |
|                              | <b>Latinx</b>      | 31   | 70   | 58   | 22   | 53   | 436   | 670         |
|                              | <b>Asian</b>       | 4    | 8    | 8    | 1    | 11   | 80    | 112         |
|                              | <b>Black</b>       | 1    | 5    | 5    | 2    | 5    | 44    | 62          |
|                              | <b>Ind/Alk</b>     | 1    | 0    | 2    | 1    | 2    | 16    | 22          |
|                              | <b>Hi/Pi</b>       | 0    | 0    | 0    | 0    | 0    | 7     | 7           |
|                              |                    | 6    | 13   | 15   | 4    | 18   | 147   | 203         |
|                              | <b>Female</b>      | 40   | 115  | 86   | 22   | 82   | 644   | 989         |
|                              | <b>Male/Other</b>  | 33   | 56   | 44   | 30   | 72   | 480   | 715         |
|                              | <b>TOTAL</b>       | 73   | 171  | 130  | 52   | 154  | 1,124 | 1,704       |

|                      |             | % HIRED |      |      |      |      |      | 80% RULE |       |      |      |      |      |      |     |
|----------------------|-------------|---------|------|------|------|------|------|----------|-------|------|------|------|------|------|-----|
|                      |             | 2014    | 2015 | 2016 | 2017 | 2018 | 2019 | Total    | 2014  | 2015 | 2016 | 2017 | 2018 | 2019 |     |
| Overall              | White/Other | 5       | 7    | 9    | 4    | 7    | 4    | 5.43     |       |      |      |      |      |      |     |
|                      | Latinx      | 7       | 5    | 5    | 5    | 6    | 3    | 4.66     | 147   | 78   | 55   | 121  | 92   | 86   |     |
|                      | Asian       | 0       | 1    | 0    | 9    | 3    | 4    | 3.28     | 0     | 20   | 0    | 210  | 48   | 101  |     |
|                      | Black       | 0       | 2    | 0    | 6    | 2    | 1    | 1.67     | 0     | 33   | 0    | 135  | 30   | 21   |     |
|                      | Ind/Alk     | 0       | 0    | 0    | 9    | 11   | 3    | 3.75     | 0     | 0    | 0    | 215  | 169  | 72   |     |
|                      | Hi/Pi       |         | 0    | 0    | 0    | 0    | 0    | 0.00     | 0     | 0    | 0    | 0    | 0    | 0    |     |
|                      |             |         |      |      |      |      |      |          |       |      |      |      |      |      |     |
|                      | Female      | 6       | 5    | 7    | 5    | 5    | 4    | 4.92     | 152   | 87   | 127  | 103  | 74   | 138  |     |
|                      | Male/Other  | 4       | 6    | 5    | 5    | 7    | 3    | 4.63     |       |      |      |      |      |      |     |
|                      | TOTAL       | 5       | 5    | 6    | 5    | 6    | 4    | 4.78     | 109   | 82   | 69   | 117  | 90   | 90   |     |
| Admin/<br>Management | White/Other | 4       | 15   | 12   | 3    | 6    | 6    | 7.69     |       |      |      |      |      |      |     |
|                      | Latinx      | 9       | 0    | 4    | 13   | 8    | 5    | 5.92     | 209   | 0    | 30   | 450  | 137  | 77   |     |
|                      | Asian       | 0       | 0    | 0    | 0    | 0    | 0    | 0.00     | 0     | 0    | 0    | 0    | 0    | 0    |     |
|                      | Black       | 0       | 9    | 0    | 0    | 0    | 0    | 1.64     | 0     | 62   | 0    | 0    | 0    | 0    |     |
|                      | Ind/Alk     |         |      | 0    | 50   |      |      | 33       | 33.33 | 0    | 0    | 0    | 1800 | 0    | 536 |
|                      | Hi/Pi       |         |      | 0    |      |      |      | 0        | 0.00  | 0    | 0    | 0    | 0    | 0    |     |
|                      |             |         |      |      |      |      |      |          |       |      |      |      |      |      |     |
|                      | Female      | 11      | 13   | 9    | 0    | 3    | 7    | 6.89     | 368   | 119  | 139  | 0    | 49   | 198  |     |
|                      | Male/Other  | 3       | 11   | 7    | 8    | 7    | 3    | 5.86     |       |      |      |      |      |      |     |
|                      | TOTAL       | 6       | 11   | 8    | 6    | 5    | 5    | 6.30     | 128   | 76   | 67   | 212  | 92   | 80   |     |
| Faculty              | White/Other | 4       | 4    | 7    | 2    | 4    | 4    | 3.78     |       |      |      |      |      |      |     |
|                      | Latinx      | 4       | 8    | 6    | 6    | 3    | 3    | 4.33     | 96    | 194  | 83   | 268  | 65   | 88   |     |
|                      | Asian       | 0       | 0    | 0    | 9    | 3    | 3    | 3.55     | 0     | 0    | 0    | 402  | 60   | 72   |     |
|                      | Black       | 0       | 0    | 0    | 0    | 0    | 0    | 0.00     | 0     | 0    | 0    | 0    | 0    | 0    |     |
|                      | Ind/Alk     | 0       | 0    | 0    | 0    | 0    | 0    | 0.00     | 0     | 0    | 0    | 0    | 0    | 0    |     |
|                      | Hi/Pi       |         |      | 0    | 0    | 0    | 0    | 0.00     | 0     | 0    | 0    | 0    | 0    | 0    |     |
|                      |             |         |      |      |      |      |      |          |       |      |      |      |      |      |     |
|                      | Female      | 3       | 3    | 7    | 4    | 5    | 4    | 4.05     | 92    | 41   | 211  | 147  | 175  | 157  |     |
|                      | Male/Other  | 4       | 7    | 3    | 3    | 3    | 2    | 3.22     |       |      |      |      |      |      |     |
|                      | TOTAL       | 4       | 5    | 5    | 3    | 4    | 3    | 3.65     | 85    | 110  | 79   | 144  | 84   | 89   |     |
| Staff                | White/Other | 5       | 6    | 8    | 12   | 9    | 4    | 5.96     |       |      |      |      |      |      |     |
|                      | Latinx      | 7       | 5    | 5    | 4    | 7    | 3    | 4.62     | 151   | 72   | 58   | 34   | 74   | 95   |     |
|                      | Asian       | 0       | 2    | 0    | 13   | 5    | 6    | 4.10     | 0     | 29   | 0    | 103  | 52   | 168  |     |
|                      | Black       | 0       | 0    | 0    | 25   | 5    | 1    | 2.68     | 0     | 0    | 0    | 206  | 50   | 35   |     |
|                      | Ind/Alk     | 0       | 0    | 0    | 0    | 17   | 0    | 2.08     | 0     | 0    | 0    | 0    | 182  | 0    |     |
|                      | Hi/Pi       |         | 0    | 0    |      | 0    | 0    | 0.00     | 0     | 0    | 0    | 0    | 0    | 0    |     |
|                      |             |         |      |      |      |      |      |          |       |      |      |      |      |      |     |
|                      | Female      | 7       | 5    | 6    | 10   | 6    | 4    | 5.05     | 157   | 117  | 113  | 112  | 55   | 127  |     |
|                      | Male/Other  | 4       | 5    | 5    | 9    | 10   | 3    | 5.08     |       |      |      |      |      |      |     |
|                      | TOTAL       | 6       | 5    | 6    | 9    | 8    | 3    | 5.06     | 120   | 78   | 68   | 75   | 85   | 97   |     |

# Appendix C



## Hiring Equitably

Hancock College Hiring Committee Training

## Title 5

Requirements Regarding Equal Employment

ALLAN HANCOCK COLLEGE Title 5

### 5 CCR § 53000 et seq

Title 5 requires active steps to promote faculty and staff equal employment opportunity. Under Title 5 the District shall:

- Adopt policy statement on commitment to EEO
- Develop and adopt an [EEO plan](#)
- Collect and analyze longitudinal EEO data
- Establish an EEO advisory committee
- Provide training for hiring committees
- Outreach inside and outside the district for vacancies
- Monitor all recruitment processes for adverse impact
- Locally develop, and implement on a continuing basis, indicators of institutional commitment to diversity
- Establish a process to file EEO complaints



## Non-Discrimination Law

Federal and State Equal Employment Laws & Regulations

ALLAN HANCOCK COLLEGE Equal Employment Opportunity Laws and Regulations



Title VII of the Civil Rights Act of 1964 (Title VII)  
The Pregnancy Discrimination Act  
Equal Pay Act  
Age Discrimination in Employment Act (ADEA)  
Americans with Disabilities Act (ADA)  
Civil Rights Act of 1991  
Rehabilitation Act of 1973  
Genetic Information Nondiscrimination Act (GINA)



Fair Employment and Housing Act (FEHA)  
CA Code of Regulations 5 CCR § 53000 et. seq.  
CA Education Code 87100 et. seq.

ALLAN HANCOCK COLLEGE Discrimination Defined

#### Disparate/Adverse Impact

- "Unintentional Discrimination"
- Facially neutral policies and/or practices that adversely impact a protected group
- 80% (4/5<sup>th</sup>) Rule - Substantially different rate of selection of non-protected group
- Not necessarily unlawful

#### Disparate Treatment

- Unlawful discrimination by way of intentional mistreatment of people in a protected group
- Direct - Protected group membership was a motivating factor in the employment decision
- Indirect - No direct evidence of racially motivated decision but on it's face is discriminatory until proven otherwise

# District Policies

On non-discrimination, recruitment and hiring

ALLAN HANCOCK COLLEGE District Policies

## Board Policies & Administrative Procedures

- BP/AP 3420 Equal Employment Opportunity and Staff Diversity
- BP/AP 7120 Faculty Hiring
- BP/AP 3435 Discrimination and Harassment Complaints and Investigations
- BP/AP 3410 Nondiscrimination

### Documents

- District Equal Employment Opportunity Plan
- District Diversity Statement



ALLAN HANCOCK COLLEGE District Policies

## District EEO Plan

Our roadmap to a diverse workforce.

- Adopt policy statement on commitment to EEO
- Develop and adopt and [EEO plan](#)
- Collect and analyze longitudinal EEO data
- Establish an EEO advisory committee
- Provide training for hiring committees
- Outreach inside and outside the district for vacancies
- Monitor all recruitment processes for adverse impact
- Locally develop, and implement on a continuing basis, indicators of institutional commitment to diversity
- Establish a process to file EEO complaints



# Diversity, Equity, and Inclusion

DEI Awareness and Cultural Proficiency

ALLAN HANCOCK COLLEGE Diversity, Equity, and Inclusion

## Diversity

Diversity encompasses all those differences that make us unique, including but not limited to race, color, ethnicity, language, nationality, sexual orientation, religion, gender, gender identity, socio-economic status, marital and family status, age and physical and mental ability.

## Equity

Equity seeks to ensure fair treatment, equality of opportunity, and fairness in access to information and resources for all.

## Inclusion

Inclusion builds a culture of belonging by actively inviting the contribution and participation of all people.



**DIVERSITY**  
of people, perspectives



**EQUITY**  
in policy, practice & positions



**INCLUSION**  
via power, voice & organizational culture

ALLAN HANCOCK COLLEGE Diversity, Equity, and Inclusion

## Diversity Defined (Title 5)

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. Title 5 Requires:

- That applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students.
- That meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.





ALLAN HANCOCK COLLEGE Diversity, Equity, and Inclusion

### Inherent Diversity

Inherent diversity refers to the traits we are all born with including skin color, gender, cultural background, sexual orientation. This is the diversity that makes some of us uncomfortable in workplaces; to acknowledge that conscious and unconscious biases exist in ourselves (and organizational processes) towards people who are different to us.

### Acquired Diversity

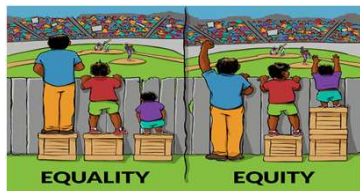
Acquired diversity refers to differing perspectives on ideas and unique insights into problems acquired through different experiences. This recently has become known as cognitive diversity. For example, the different perspective a posting to an overseas assignment brings, or, the different thinking styles in a team such as reflective, analytical, etc...



ALLAN HANCOCK COLLEGE Diversity, Equity, and Inclusion

### Equity

The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.



ALLAN HANCOCK COLLEGE Diversity, Equity, and Inclusion

### Equity-Mindedness

The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.



*Center for Urban Education*

ALLAN HANCOCK COLLEGE Diversity, Equity, and Inclusion

### Inclusion


The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate.

- Make people matter!
- Encourage people to tell their story!
- Encourage other to be their unique self!


### Belonging

Being part of a group, sharing in the confidence, security and allegiance that it brings.

- Both individual and collective
- A basic human need
- A feeling of psychological safety




ALLAN HANCOCK COLLEGE Best Practices in Hiring



# Benefits of Workplace Diversity

Closing Equity Gaps

“

*The validation of students experiences and struggles by faculty of the same ethnicity and gender builds self-confidence and self-esteem among students from disadvantaged backgrounds who may come to college doubting their academic potential.*

Stephen Cole & Elinor Barber, *Increasing Faculty Diversity: The Occupational Choices of High-achieving Minority Students* (Cambridge, MA: Harvard University Press, 2003)

Workplace Diversity



### Diversity as Competitive Advantage

- Diverse companies are 45% likelier to report market share growth; 70% likelier to capture a new market.
- Women are 20% less likely to win endorsement for their ideas, people of color are 24% less likely and LGBTQ employees 21% less likely, in organizations that lack diversity.
- A team with a member who shares a client's ethnicity is 152% likelier than another team to understand that client (Replace client with Student).
- Leaders who give diverse voices equal airtime are nearly twice as likely as others to unleash value-driving insights, and employees in a "speak up" culture are 3.5 times as likely to contribute their full innovative potential.

Source: Harvard Business Review (December 2013)

Workplace Diversity

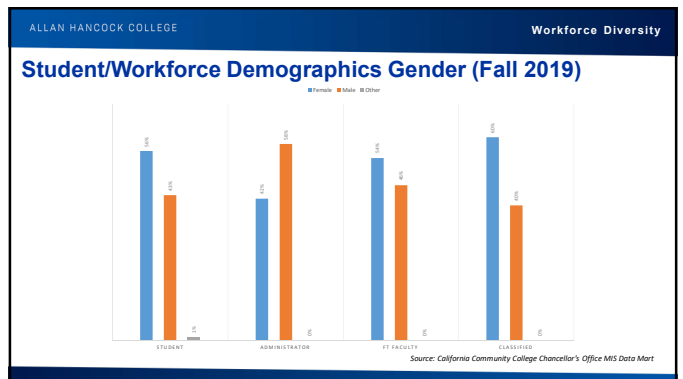
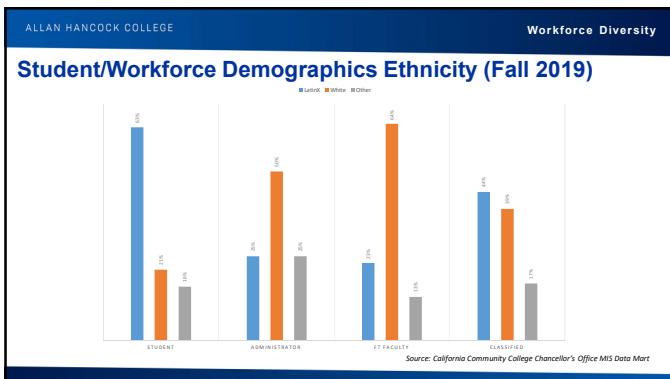
### Diversity and Student Success

- Study concluded that underrepresented minority students are 1.2-2.8 percentage points more likely to pass classes, 2.0-2.9 percent less likely to drop out of classes, and 2.4-3.2 percentage points more likely to get a grade of B or higher in classes with underrepresented instructors.

Fairlie, R.W., Hoffman, F. Oreopoulos. *A Community College Instructor Like Me, Race and Ethnicity Interactions in the Classroom.* American Economic Review 104(8) 2567-2591 (2014)

- Results indicate that the presence of Latino faculty on campus may increase the availability of role models for students and foster a sense of belonging and social integration among students. Therefore availability of, and contact with, Latino faculty may be more important than previously thought. Overall, results from this research indicate that, as the numbers of Latino students and faculty on campus increase to a critical mass, academic success increases as well.

AN INVESTIGATION OF CRITICAL MASS: The Role of Latino Representation in the Success of Urban Community College Students Author(s): Linda Serra Hagedorn, Winny (YanFang) Chi, Rita M. Cepeda and Melissa McLain Source: Research in Higher Education, Vol. 48, No. 1 (February 2007), pp. 73-91 Published by: Springer Stable URL: <http://www.jstor.org/stable/25704493>





# Best Practices in Hiring

Best Practices in Screening and Interviewing Equitably

ALLAN HANCOCK COLLEGE

Best Practices in Hiring

## Uniform Guidelines on Employee Selection

- All selection criteria are based on the overall job analysis
- Tests and tools for candidate selection should be validated on content, criterion, and construct validity
- All selection criteria should pass the 80% or four-fifths rule

## Impartial Interview/Screening Techniques

- Standardized Questions & Ratings
- Competency-based Questions & Ratings
- Behavioral Interviewing
- Blind Resume Review!

ALLAN HANCOCK COLLEGE

Best Practices in Hiring

## Behavioral Interviewing

Behavioral and competency-based interviewing both aim to discover how the interviewee performed in specific situations. The logic is based on the principle that past performance predicts future behavior; how the applicant behaved in the past indicates how he or she will behave in the future.

- Structured interview
- Focuses on candidate's past experiences and behaviors
- Reveals a candidate's actual level of experience
- Focuses on knowledge, skills, and abilities required to be successful in the job
- Focuses on practical application vs. theory (hypothetical)
- Reduces bias and ambiguity

ALLAN HANCOCK COLLEGE

Best Practices in Hiring

## Competency-Based Interviewing

Competencies are specific employee behaviors that relate to an organization's strategic goals, are correlated with job performance and can be measured and strategically leveraged across multiple HR and other business systems to improve overall performance.

- Provides organizations with a way to define—in behavioral terms—what it is that people need to do to produce the results the organization desires, in a way that is in keeping with its culture.
- Enables organizations to evaluate the extent to which employees demonstrate the behaviors that are critical for success and are critical for strengthening an organization's capacity to meet strategic objectives.
- Competencies are characteristics of individuals that can be developed and improved.
- Competencies can provide a structured model that can be used to integrate and align management practices (e.g., recruiting, performance management, training and development, reward and recognition) throughout the organization.

By interviewing for job and organizational fit based on competencies, employers can gather important information regarding whether a job candidate is capable of successfully performing all the necessary requirements for that job while also being a good fit for the organization.

ALLAN HANCOCK COLLEGE

Best Practices in Hiring

## S.T.A.R + R Method for Behavioral Interviews



ALLAN HANCOCK COLLEGE

Best Practices in Hiring

## Behaviorally Anchored Rating Scales (BARS)

BARS is designed to bring the benefits of both qualitative and quantitative data to the employee appraisal process by comparing an individual's performance against specific examples of behavior which are then categorized and appointed a numerical value used as the basis for rating performance.

- Measures desired behaviors

## Competency-Based Rating Scales

Seeks to group questions under pre-determined *key competencies*, whereas the candidate's responses are evaluated on how they best satisfy the competency vs. individual questions. Questions focus on assessing a candidate's strengths and weaknesses, then responses are evaluated against agreed criteria to build up an objective picture of their suitability for the role.

- Measures key competencies

## Meaningful Rubrics

The number of ratings/ranking in the scale is not nearly as important as how those ratings are defined. Clearly defining what each value means ensures a more objective analysis. For example, in evaluating a behavioral question, a 1-5 scale can be defined as:

- **Far Exceeds Requirements:** Perfect answer. Demonstrates competency accurately, consistently, and independently. All points relevant. All good examples.
- **Exceeds Requirements:** Demonstrates competency accurately and consistently in most situations with minimal guidance. Many good examples.
- **Meets Requirements:** Demonstrates competency accurately and consistently on familiar procedures and needs supervisor guidance for new skills. Some good examples.
- **Below Requirements:** Demonstrates competency inconsistently, even with repeated instruction or guidance. Few good examples.
- **Significant Gap:** Fails to demonstrate competency regardless of guidance provided. No good examples.

# Questions?

