SANTA MONICA COLLEGE

Equal Employment Opportunity Plan

Reviewed and approved by the Board of Trustees: September 9, 2026

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I. Introduction

The commitment of the Santa Monica Community College District (the "District", the "College") to equal employment opportunity and diversity is articulated in SMC Board Policy 7100 – Commitment to Diversity:

"The Santa Monica Community College District is committed to building an inclusive and diverse environment and maintains a comprehensive program to ensure that practice reflects these principles. Diversity within the college environment provides opportunity to foster mutual awareness, knowledge, and sensitivity, to challenge ingrained stereotypes, and to promote mutual understanding and respect. The District is committed to a work and learning environment conducive to open discussion and the free exchange of ideas. Global awareness and exploring the diversity of the local communities served by the College are both important components of the College's commitment to diversity. Embodying, promoting, and celebrating diversity inspires innovative ideas, practical solutions, and team building in achieving professional and educational excellence."

The Santa Monica College District strives to uphold the tenets of equal employment opportunity and diversity, and to the protections against unlawful discrimination and harassment as defined by federal and state law and at the core of the District's mission and set out in this Equal Employment Opportunity (EEO) Plan (hereinafter referred to as the "Plan" or the "EEO Plan").

Dr. Kathryn E. Jeffery Superintendent/President

Date approved by the Board of Trustees:

II. Definitions

To ensure understanding of the terms used throughout the Equal Employment Opportunity Plan ("EEO Plan"), the following definitions are provided:

ACCESSIBILITY: Gives all people the same access to educational experiences, services, and information, whether a person has a disability or not.

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

BIAS: Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. It is a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned.

BUSINESS NECESSITY: Circumstances which justify an exception to the requirements of section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the District or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

CCCCO: is an acronym California Community Colleges Chancellor's Office also known as the "Chancellor's Office"

C.F.R.: is an acronym for Code of Federal Regulations

D.E.I.A.: is an acronym for the term Diversity, Equity, Inclusion, and Accessibility.

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

DISTRICT PLANNING AND ADVISORY COUNSIL (DPAC): Acts as an advisory body to the District to support mission, goals, and regulations.

EQUAL EMPLOYMENT OPPORTUNITY (EEO): means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves:

1) identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job

performance;

2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills, and abilities of the position, including a commitment to equity; and
3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.

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https://www.govinfo.gov/content/pkg/CFR-2018-title29-vol4/xml/CFR-2018-title29-vol4-part1607.xml
Title 5, section 53004(a)

EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITEEE (EEO ADVISORY COMMITTEE): Acts as an advisory body to the Vice-President, Human Resources, and the District to promote understanding and support of EEO policies and procedures.

EQUAL EMPLOYMENT OPPORTUNITY PLAN: is a written document that describes a district's EEO program. A district's EEO plan shall include:

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

EQUAL EMPLOYMENT OPPORTUNITY PROGRAMS: refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses.

EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT (EEO Policy Statement): Statement by the Board confirming its commitment to EEO.

EQUITY: Recognizing institutional and structural barriers and minimizing them in an effort to recruit and retain a qualified and diverse workforce which will close the gaps for underrepresented groups and build diversity in the workplace.

EQUITY MINDEDNESS: The term, "Equity Mindedness" refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes.[1]

ETHNIC MINORITIES: American Indian, Alaskan Native, Asian, Pacific Islander, Black/African- American, and Hispanic/Latino.

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.

[1] *https://cue.usc.edu/about/equity/equity-mindedness/*

INCLUSION: The ongoing and transformative process of improving education systems to meet everyone's needs, especially those in marginalized groups.

IN-HOUSE OR PROMOTIONAL ONLY RECRITMENT/HIRING: means that only existing district employees are eligible for a position.

JOB CATEGORY: includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

MONITORED GROUPS: the groups for which districts must provide demographic data pursuant to section 53004.

PERSON WITH A DISABILITY: means any person who:

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

PROJECTED REPRESENTATION: The percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.

PROTECTED STATUS: Includes race, religion, color, ethnicity, national origin, immigration status, ancestry, physical or mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, pregnancy, or military and veteran status. Sexual harassment is considered a form of sex discrimination.

REASONABLE ACCOMMODATION: the efforts made by the district in compliance with Government Code section 12926.

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

STUDENT EQUITY: Fair and just inclusion; an equitable society is one in which all can participate and prosper. The goal of equity must be to create conditions that allow all to reach their full potential. Equity is an ongoing process and an accountability lens - it is not an end product.[2]

TARGET DATE: A point in time by which the District plans to meet an established goal

for persons with disabilities and thereby achieve projected representation in a particular job category.

TIMETABLE: A set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

UNDERREPRESENTED GROUP: means any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.
Cal. Code Regs. Tit. 5, § 53001

UNLAWFUL WORKPLACE DISCRIMINATION: Occurs when an employee is treated differently, or experiences adverse action (termination, demotion) based on their protected characteristic or activity.

UNLAWFUL WORKPLACE HARASSMENT: Occurs when an employee is the target of intimidation, retaliation, or bullying within the workplace and which may be based on the employee's protected status.

VICE PRESIDENT HUMAN RESOURCES: The person who is responsible for the day-to-day implementation of the Plan.

Reference: Title 5, sections 53001, 53004, and 53021

[2] *Source: Student Equity Plan: https://www.smc.edu/administration/institutional-research/documents/SMC_SEP_2019-2022.pdf*

III. Policy Statement

The Santa Monica Community College District ("District") is committed to the principles of equal employment opportunity, grounded in the principles of diversity, equity, inclusion, and accessibility ("DEIA"). The District will put these principles in place through its EEO Plan. The Board of Trustees ("Board") supports the intent set forth by the California Legislature to assure that effort is made to build a community of equity, anti-racism, and mutual respect in which opportunity is equalized, and community colleges embrace diversity among students, faculty, staff and the communities we serve with the understanding we must intentionally practice acceptance, anti-racism, and respect towards one another acknowledging that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. People of diverse backgrounds, experiences, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization. The District strives to provide a work and educational environment that ensures and promotes DEIA, fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community.

Diversity in the academic environment fosters awareness, engagement, mutual understanding, respect, increased student success, and better enables students to flourish as citizens of the world. The District recognizes the critical importance of each individual's contribution to achieve its mission. Therefore, the Board commits to promoting the total realization of equal employment through a continuing equal employment opportunity program.

In accordance with District Board Policy 3410 – Nondiscrimination and 3420 - Equal Employment Opportunity, the District is committed to the concept and principles of providing equal opportunity in educational programs, employment, and all access to institutional programs and activities for all persons, and does not condone discrimination.

The District values individuals and groups from all backgrounds, demographics, experiences including, but not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other characteristic protected by federal, state or local law or ordinance or regulation.

The Board commits the District to vigorous equal employment opportunity in all aspects of its academic and classified employment programs, including recruitment, selection, assignment, retention, promotion, and transfer.

- All recruitments for vacant positions will be conducted with the goal of finding the most qualified candidate who meets the minimum qualifications from a diverse pool of applicants.

- Every recruitment announcement shall contain approved statements on EEO, DEIA, and equivalency.

The District strives to employ qualified administrators, faculty, and staff members who are dedicated to student success through a workforce that reflects and welcomes diversity to ensure an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas.

Each employee is accountable for strict application and enforcement of the EEO Plan area(s) of authority. It is only through combined efforts that the District will successfully develop and maintain a workforce that is welcoming to all.

The District's policies and procedures regarding nondiscrimination, EEO, prohibition of harassment, commitment to diversity, and recruitment and selection can be found at: *https://www.smc.edu/administration/governance/board-of-trustees/board-policy-manual.php*

References: Title 5, 53002, et seq.; Education Code 87100 et seq.; and SMC Board Policies and Administrative Regulations

IV. Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan

It is the goal of the Santa Monica Community College 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.

The Governing Board is responsible for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan. Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:

a. Be developed in collaboration with the District's Equal Employment Advisory Committee;
b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendized as a separate action item;
c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and
d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption.

Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption." See Section 53003 (a) and Section 53020 (a).

1) ***Board of Trustees***

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

2) ***Superintendent/President***

The Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent/President or designee shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and shall direct the publication of a report (as discussed in more detail under Plan Component 12) on Plan implementation at least once every three years. With regard to administrative staff members who have responsibilities in connection with implementation of the Plan, the Superintendent/President or designee shall evaluate the performance of all such administrative staff on their ability to follow and implement the requirements in the Plan.

3) ***Equal Employment Opportunity Officer***

The District has designated the Vice President of Human Resources, or designee, 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 revised, the

District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing, and monitoring the Plan and for assuring compliance with the requirements of Title 5 of the California Code of Regulations, Section 53000 *et seq*. The Equal Employment Opportunity Officer also is responsible for receiving complaints described in Plan Component 6, for ensuring that such complaints are promptly and impartially investigated, and for ensuring that applicant pools and selection procedures are properly monitored as required by Sections 53023 and 53024 of Title 5 of the California Code of Regulations. The Superintendent/President and Vice President of Human Resources are responsible for ensuring that the Equal Employment Opportunity Officer is adequately qualified or trained for the responsibilities of the position.

4) ***Equal Employment Opportunity Advisory Committee***

The District will maintain an Equal Employment Opportunity Advisory Committee (EEO Advisory Committee) as a subcommittee of the joint DPAC committee. The Committee's responsibility is to act as an advisory body to the Equal Employment Opportunity Officer and the District as a whole, and to promote understanding and support of equal employment opportunity policies and procedures.

The EEO Advisory Committee shall assist in the development and implementation of the Plan consistent with all applicable federal, state, and local laws and guidelines, monitor the progress of equal employment opportunity and diversity throughout the District, and provide suggestions for Plan revisions as appropriate. See Plan Component 5, below.

5) ***Agents of the District***

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

6) ***Good Faith Effort***

The District shall make a continuous good faith effort to comply with all the requirements of the Plan. If any part of the Plan conflicts with Title 5 of the California Code of Regulations, Section 53000 *et seq*., the District will follow the language of Title 5.

V. EEO Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee ("EEO Advisory Committee") to assist the District in developing, revising, and implementing the Plan. The Human Resources Subcommittee to the District Planning and Advisory Council (DPAC-HR) will form the core membership of the EEO Advisory Committee. The EEO Advisory Committee shall include a diverse membership. EEO Advisory Committee members shall include one each of the following:

- Equal Employment Opportunity Officer or designee;
- Human Resources Compliance and Title IX Officer:
- Director of Classified Personnel;
- Dean of Human Resources;
- Americans with Disabilities Act (ADA) Officer;
- Member of the faculty appointed by the Academic Senate President;
- Member of the classified staff appointed by the Classified School Employees Association (CSEA) President;
- Student representative recommended by the Associated Students;
- Committee member-at-large appointed by the EEO Officer, and
- Community representative appointed by the Superintendent/President.

If the District has been unable to fulfill the membership objective as defined herein, it will document efforts made to recruit advisory committee members who represent diversity.

Every year, the EEO Advisory Committee and the Board or Trustees shall be provided training in all of the following:

- the requirements of all applicable federal, state, and local laws, including Title 5 of the California Code of Regulations, Section 53000 *et seq*.;
- identification and elimination of bias in hiring;
- the educational benefits of workforce diversity and the practice of equity; and
- the role of the EEO Advisory Committee which includes the development, revisions, and implementation of the Plan.

The EEO Advisory Committee shall hold a minimum of two (2) meetings per academic year, with additional meetings, if needed, to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the EEO Advisory Committee shall make recommendations to the Board of Trustees, the Superintendent/President, or the Equal Employment Opportunity Officer.

The EEO Advisory Committee members shall be appointed for a minimum term of 3 years. The Vice President of Human Resources shall review the composition of the committee annually and recommend adjustment, as necessary. Recommendations for committee adjustment shall be forwarded to DPAC-HR for review.

The EEO Advisory Committee will review the EEO Plan at least once every three years, and any revised Plan, approved by the Board of Trustees, will be submitted to the Chancellor's Office.

VI. The Procedure for Filing Complaints Pursuant to Section 53026

1) Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5 Section 53026).

The District shall follow the complaint procedure documented in its Board Policies (BP) 3410 and 3420 and Administrative Regulations (AR) 3420 and 3435 for anyone alleging an equal employment opportunity violation.
The BP and AR may be found on the District's website (https://www.smc.edu/administration/governance/board-of-trustees/board-policy-manual.php) or accessed directly through the following links: See Board Policy 3410; Board Policy 3420; Board Policy 3430; Administrative Regulation 3420; and Administrative Regulation 3435

2) Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)

The District has established procedures for the processing of complaints alleging unlawful discrimination or harassment documented in Board Policies (BP) 3410; 3430 and Administrative Regulations (AR) 3420 and 3435, which can be found on the District's website (https://www.smc.edu/administration/governance/board-of-trustees/board-policy-manual.php) or accessed directly through the following links: See Board Policy 3410; Board Policy 3430; Administrative Regulation 3420 and Administrative Regulation 3435

VII. The Process for Notifying All District Employees of the Provisions of the EEO Plan and District Policy Statement

The commitment of the Santa Monica Community College District to equal employment opportunity is emphasized through the broad dissemination of the District's Equal Employment Opportunity Policy Statement and the EEO Plan. The District's EEO Policy Statement is posted on the websites of the District's Office of Human Resources and the Personnel Commission.

The following statements shall be posted on all employment announcements and recruitment materials:

COMMITMENT TO EQUITY AND DIVERSITY

With the goal of ensuring the equal educational opportunity of all students, Santa Monica College embraces diversity among students, faculty, staff, management, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice equity and respect toward one another, and understand that

discrimination and prejudices create and sustain privileges for some while creating and sustaining barriers for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist, and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity, and that we act deliberately to create a safe and positive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

To advance the goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the college to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals.

We are invested as a community in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of inclusion and diversity is ever-evolving, thus we create space to allow our understanding to grow through the periodic review of this statement. In service of these goals, Santa Monica College is committed to fostering an employment environment that offers equal employment opportunity for all and an educational environment that ensures the equal educational opportunity of all students.

Equal Employment Opportunity Disclosure

The Santa Monica Community College District is committed to the principles of equal employment opportunity. All qualified applicants for employment, as well as District employees, shall have full and equal access to employment opportunity. No person shall be subjected to unlawful discrimination in any program or activity of the District. The District's Board Policy 3420 (Equal Employment Opportunity) may be accessed at: https://www.smc.edu/administration/human-resources/documents/Board%20Policies/BP_3420_EEO.pdf

The Plan and subsequent revisions of the Plan will be distributed via email to:

- the District's Board of Trustees and Superintendent/President**;**
- all administrators and managers of the District; SMC's Academic Senate President;
- the Presidents of CSEA Chapter 36, SMC Police Officers Association, and the SMC Faculty Association;

- all members of the District's Equal Employment Opportunity Advisory Committee;
- and all District faculty and staff.

The EEO Plan is available on the District's Human Resources website through a link on the Human Resources' gateway page. Also, the District's Office of Human Resources will provide a paper or electronic copy of the Plan to any person requesting it; whether the Plan is provided in paper or electronic form depends on the wishes of the requesting person.

Each year, at the beginning of the Fall semester, the Office of Human Resources will email all District employees (via District emails) a copy of the EEO Plan as well as an annual notice as described below. The Office of Human Resources will provide the Plan and notice described below via email to all new employees when they commence their employment with the District. For employees without District emails, the plan will be available electronically on the HR website.

The annual notice will contain the following provisions:

- the importance of the employee's participation and responsibility in ensuring the Plan's implementation;
- the availability of the Plan on the Office of Human Resources website and at the Office of Human Resources; and
- that any person may request a paper or electronic copy of the Plan from the District's Office of Human Resources, CSEA Chapter 36, SMC Police Officers Association, or the Faculty Association.

VIII. The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training

The District's Office of Human Resources is responsible for providing and tracking completion of the required training for District employees serving on academic administrator and faculty screening/selection committees; the District's Personnel Commission Office is responsible for providing and tracking completion of the required training for District employees and other persons serving on classified employee screening/selection committees throughout the hiring process. The training is required prior to serving on screening or selection committees. The information and training given to screening and selection committees includes State and federal nondiscrimination laws, educational benefits of a diverse workforce, the importance of eliminating biases in screening and selection decisions, and best practices on serving on a screening or selection committees. Both the Office of Human Resources and the Personnel Commission make every attempt to recruit a diverse panel for our screening committees, in order to ensure a variety of perspectives. Employees cannot serve without having received the training for compliance.

Any individual, whether or not they are an employee of the District, acting on behalf of the District with regard to recruitment, screening, and/or selection of employees is subject to the equal employment opportunity requirements of Title 5 and the District's

Equal Employment Opportunity Plan.

Recruitment, screening, and selection for all classified positions are also governed by the rules and regulations of the Personnel Commission at Santa Monica College, and the California State Education Code, Sections 88050 through 88139. Training for classified screening committees focuses heavily on identifying potentially discriminatory factors and elimination of bias by ensuring questions and screening criteria are based strictly on job related factors.

EEO Plan: https://www.smc.edu/administration/humanresources/documents/EEO_Documents/EEO-Plan.pdf

IX. The Process for Providing Annual Written Notice to Community-Based and Professional Organizations

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. This written notice will be by email if possible. The notice will:

- inform these organizations how they can access or obtain a copy of the Plan;
- inform them of the District's need for assistance from the community and such organizations in identifying qualified candidates;
- include the EEO Policy Statement and an internet or PDF link to the Plan; and
- include the internet address where the District advertises its job openings and include contact information for persons who wish to obtain employment-related information.
- Human Resources will keep an electronic copy on file at the District Office.

The District will provide notice to our General Advisory Leaders and Board Members listed here, and to the Personnel Commissioners (the list will be provided by the Personnel Commission). The District's Equal Employment Opportunity Officer will maintain a list of organizations which will receive this notice.

X. A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants

At least once every 3 years, but more often if determined as necessary by the Superintendent/President or designee, the Office of Human Resources and the Personnel Commission shall review employee and applicant data to determine if underrepresentation of a monitored group may be the result of non-job- related factors in the employment process. The analyses used in the review shall include, but need not be limited to:

- longitudinal analysis of data regarding job applicants to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool;
- analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate underrepresentation of a monitored group; and
- analysis pursuant to Section 53003(c)(7) of Title 5 of the California Code of Regulations to determine whether a group is underrepresented.[9]

The size of applicant and candidate pools for classified positions tend to vary significantly. Adverse impact analysis for some of our smaller groups is challenging to interpret because overall numbers are very limited. The Personnel Commission is currently reviewing many of our current practices in this area. Our goal is to re-group applicant and candidate data (i.e., all Instructional Assistant recruitments over the past three years), in order to conduct a wider span of analysis that would provide more meaningful data.

Review of Initial and Qualified Applicant Pools (Academic Positions Only)

The District's analysis of applicant pools will include the following provisions:

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

a. Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
   i. any requirements of all applicable federal, state, and local laws; and
   ii. qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students.

b. Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in this section;

c. Continue using qualification standards meeting the requirements of this section only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4), and be expected to have a less exclusionary effect.

The District, through its Office of Human Resources, shall collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the implementation of its EEO plan, to provide data needed for the analyses required by this Plan, and to determine whether any monitored group is underrepresented. The District shall annually report to the Chancellor, in a manner prescribed by the Chancellor, this data for employees of the District. Each employee shall be reported so that each individual may be identified as belonging to one of the following seven job categories:

a. Executive/Administrative/Managerial;
b. Faculty and Other Instructional Staff;
c. Professional Non-Faculty;
d. Secretarial/Clerical;
e. Technical and Paraprofessional;
f. Skilled Crafts; and
g. Service and Maintenance

For purposes of the data collection and reporting required under this section, each applicant or employee shall be afforded the opportunity to identify their gender, ethnic group identification and, if applicable, disability. A person may designate multiple ethnic groups with which to identify, but shall be counted in the 'Two or More' category for ethnic group reporting purposes. This information is kept confidential and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s).

SMC Diversity Reports: http://www.smc.edu/HumanResources/HumanResourcesDepartment/Pages/Diversity-Reports.aspx

XI. A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories

[Reference – Title 5, Sec. 53003(c)(9)]

The District recognizes that equity, inclusion, diversity, and accessibility (DEIA), equal employment opportunity (EEO) and the creation of a diverse workforce is a part of its mission. EEO involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to individuals of all sexes and genders, individuals with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. It means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. EEO should exist at all levels and in all job categories. In so doing, the District places great emphasis through its job announcements; and recruitment and screening/selection processes of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District will be in a position to hire candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The EEO provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code Section 87482.6.*

To address any identified underrepresentation of monitored groups (Underrepresented Groups are any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.) that may be the result of non-job-related factors in the employment process, the District will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also valuable in ensuring EEO.

*Education Code Section 87102 requires each district's Plan to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code Section 87482.6, while still ensuring equal employment opportunity.

It is the policy of the District to aggressively pursue a program of recruitment and hiring that is equitable, diverse in approach, inclusive, accessible, and open to all individuals.

The District's recruitment and hiring procedures will include the following provisions:

a. Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, individuals without regard to gender expression and gender identity, individuals with a disability, and individuals from all ethnic and other groups protected by law and regulation from discrimination.

b. The District will ensure that job Announcements are developed in a manner that is clear and concise to attract diverse applicants to recruitment pools. All job announcements will include a commitment to diversity and equity.

c. Review and provide a longitudinal analysis regarding the District's recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group identified;

d. For any job category whether or not continuing significant underrepresentation exists, the District will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open recruitment for all new openings. The District will not invoke the provisions for in-house interim academic appointments (or the exception under 53021(c)(7) for engaging an administrator through a professional services contract) unless the Superintendent/ President or designee first notifies the governing board and the Equal Employment Opportunity Advisory Committee in writing of the compelling reason to limit the persons who may be considered for a vacancy in a job category where underrepresentation persists. An exception can be made when a classified promotional appointment or transfer does not result in a net increase in the number of employees, or a classified position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code sections 87422, 87480, 87482.5(b), 88003, 88106 or 88109, provided that all appointments are made in compliance with Title 5 – Section 53021.

e. Recruitment for all open academic positions shall include, but not be limited to, placement of job announcements in the following instruments:

   i. General circulation job posting forums and publications, including electronic media, in English, Spanish and other languages as identified, and as well as those whose primary audience and professional organizations are comprised of groups found to be underrepresented in the District's workforce; and

   ii. Recruitment booths at local, regional, and national job fairs or conferences oriented to both the general market and the economically disadvantaged as well professional organization events drawing significant participation by groups found to be underrepresented in the District's workforce.

f. At least every two years, or when employment data indicate a necessity, the District shall host or participate in a job fair or open housefor persons interested in employment with the District. The job fair or open house will allow potential candidates to meet deans, department chairs, faculty, and classified employees of the District. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the District's commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house.

g. The District will undertake longitudinal analysis of data regarding job applicants to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool.

h. The District will analyze data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group.

i. The District will analyze data pursuant to Section 53003(c)(7) of Title 5 of the California Code of Regulations to determine whether a group is significantly underrepresented.

j. The District will review initial and qualified applicant pools to determine what applicants meet minimum qualification or equivalency. There will also be a review to determine the diversity make-up of the pool.

k. The District will ensure that search/selection committee procedures include a selection orientation that is intentional about developing practices that are fair and equitable and give all applicants a fair opportunity to participate in the recruitment process.

l. The District will consult with the Equal Employment Opportunity Advisory Committee, and other District or community stakeholders to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants.

m. The District is committed to ensuring that it continues to promote a diverse, equitable inclusive, and accessible (DEIA)-minded environment. The District strives to increase equal employment opportunities and professional development for faculty and staff through a combination of pre-hiring, post-hiring, and diversity promising retention interventions.

Nothing in this section shall be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of all applicable laws.

XII. Methods of Addressing Underrepresentation

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. Upon analysis, where the District determines that there is underrepresentation or adverse impact of one or more monitored groups in recruitment may be the result of non-job-related factors, it shall implement additional measures/strategies in

its EEO Plan designed to address the specific area(s) of concern.[10] These additional measures shall include the following:

1) Review the District's process for utilizing data to determine underrepresentation, the recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the underrepresented group;
2) Goals for Strategies focusing on data analyzation;
    a. Identify processes, roles, and responsibilities for data collection, analysis, and reporting, including forming ad hoc committees as needed.
    b. Clearly define the objectives of the data analysis, focusing on identifying and addressing underrepresentation and adverse impacts in the screening process.
    c. Review the scope of the analysis, including which job categories and monitored groups will be examined.
    d. Gather historical and current recruitment and hiring data, including applicant demographics, screening outcomes, and hiring decisions.
    e. Ensure data includes details on gender (including non-binary options), ethnicity, disability status, and other relevant characteristics.
    f. Perform an initial analysis to identify patterns and trends in underrepresentation and adverse impacts during the hiring process.
    g. Utilize statistical methods for analysis and to identify significant disparities.
    h. Create a standardized framework for reporting findings, including key metrics, visualizations, and narrative explanations.
    i. Ensure the report is accessible and understandable to all stakeholders, including non-technical audiences.
    j. Timeline to meet Years 1 and 2 end:
        i. Establish Data Analysis Committee and Define Objectives (year 1)
            1. Clarify roles for data collection and analysis (year 1).
            2. Define the objectives and scope of the data analysis (year 1).
        ii. Collect Data and Identify Benchmarks
            1. Gather all necessary data (year 1).
            2. Establish benchmarks for comparison (year 1).
        iii. Conduct Initial Data Analysis and Share Preliminary Findings (year 2)
            1. Perform initial analysis and identify key trends. (year 2)
            2. Present preliminary findings and gather feedback. (year 2)
        iv. Finalize Report and Implement Action Plans (year 2)
            1. Develop and publish the final report. (year 2)
            2. Begin implementing recommendations and action plans. (year 2)
            3. Plan for regular monitoring and evaluation. (year 2)

3) Consider various other means of reducing the underrepresentation which do not involve taking monitored group status into account and implement any such techniques which are determined to be feasible and potentially effective;

4) Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place for a reasonable period of time:
    - for purposes of this section, by the end of or such longer period as the Chancellor may approve upon the request of the Equal Employment Opportunity Advisory Committee and the Superintendent/President.

5) Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
    - any requirements of all applicable federal, state, and local laws; and
    - qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students.

6) Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this section;

7) Continue using qualification standards meeting the requirements of paragraph (4) of this section only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4), and be expected to have a less exclusionary effect; and

8) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

The District continues to review and revise its recruitment and hiring procedures and policies in accordance with the law.

Nothing in this section shall be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of all applicable laws.

XIII. Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation (Multiple Methods Integration)

Pre-Hiring

Internship Program

This new program will focus on DEIA to place underrepresented and nontraditional candidates in fields where they will gain opportunities for career exploration, as well as build genuine working relationships with faculty and staff. This is also an opportunity for networking and access to District leaders as candidates and prepare for the employment process. The program will be open to all candidates, especially candidates obtaining teaching degrees at colleges and universities that may not always consider teaching at the community college-level.

Hiring Platforms

Use recruitment processes and platforms to the institution to identify and attract underrepresented and nontraditional candidates, as well as increase promotional career pathways. Develop videos explaining the process and displaying SMC commitment to DEIA. Identify several recruitment sources geared towards attracting diverse pools of candidates. One of the platforms we are interested in is PRISM.

We expect to contract services from two existing platforms.

EEO Video will be developed in Spring 2025 ready for use in the Fall 2025. Purpose to showcase SMC as a great place to work. Video will focus on faculty and classified recruitment.

Hiring

Student Workers and Participation in Hiring Committees

This new program will identify and implement practices that will encourage bringing students into the hiring process. SMC currently employs student workers for various roles throughout the campus. The goal through this program is to bring diversity and new voices to the hiring process, while encouraging and empowering students to gain professional experience. Students will be included as a participant in the hiring committee process.

We expect to place at least 1 student per screening/hiring committee.

Santa Monica College utilizes a merit system in conducting recruitment for all classified positions, and in overseeing the maintenance of a classification system that serves as a basis for ensuring equitable pay practices. A merit system provides for the selection and promotion of employees on the basis of merit and fitness, and salary allocation based on the concept of like pay for substantially similar work, without regard to race, ethnicity, gender, sexual orientation, socio-economic status, age, disability, culture, religion, or other protected categories.

The Personnel Commission is responsible for the administration of the merit system at Santa Monica College. In order to minimize barriers to employment that are not job-related, and to ensure compliance with the California Education Code Sections relevant to merit system operations (Sections 88060 – 88139), we carry out these responsibilities through the following practices:

- Ensuring hiring decisions are based solely on job-related factors. We utilize a content validation process outlined in the EEOC's Uniform Guidelines for Employee Selection Procedures to link test and interview content and scoring standards to the most critical job requirements. We also utilize a competency modeling approach to job analysis that helps define a broader area for assessment.

- Monitoring hiring committee outcomes to ensure decision criteria is job-related, driven by evidence, and not based on potential biases.
- Recording all interviews and maintaining these recordings for a minimum of 90 calendar days to reference if needed for addressing complaints.
- Allowing candidates to review their results, and to formally protest if they feel an evaluation was biased. The Director of the Personnel Commission has the authority to overturn any rating if evidence shows it was the result of a biased judgement.
- Establishing minimum requirements for each job, based on job analysis data, to ensure that these requirements are relevant to the type and level of the job and do not unduly restrict candidate pool diversity.
- Maintaining a system of continuous classification review to ensure job descriptions are updated and accurately reflect the level and nature of work required.
- Continuing to monitor and analyze our hiring process outcomes to assess their impact on candidate diversity and inform continuous improvement efforts.

Future steps we plan to implement during the next fiscal year include the following:

Adding a common group of knowledge and skills to all class descriptions that will more effectively represent the District's DEI priorities.

Increasing the number and variety of recruitment sources we utilize in order to attract more diverse applicant pools, particularly in areas which are historically underrepresented.

Expanding our analysis of applicant and candidate pools in order to better identify tools and processes which have the greatest impact on improving the diversity within our workforce.

Committing ourselves to participate in ongoing DEIA training and development

Post-Hiring

Mentorship Program

This new program will create one-on-one and group relationships to foster and enhance DEIA-minded personal and professional growth in underrepresented and nontraditional employees. This program will have two tracks – an internal program with employees and an external program involving employees and other organizations. This will involve partnerships with local city groups, expert guests, institutional leaders, and other leaders in higher education.

Employee Resource Groups

Funds will be allocated to Employee Resource Groups to build self-efficacy and awareness and to embrace the differences in other populations through mentorships, professional development, and other unifying activities.

We expect 50% of our employee resource groups to participate.

The Personnel Commission utilizes a classification system for classified positions that ensures everyone with the same job title is paid within the same salary range, regardless of who they know, previous rates of compensation, or their gender, race, ethnicity, and/or other protected categories. Differences in pay within the same classification are based solely on seniority, or on pre-defined criteria, such as bilingual stipends or shift differentials in accordance with applicable collective bargaining agreements or merit rules. We utilize a Position Reclassification Study process as a remedy to address complaints related to pay equity within the job series. If our findings show that an employee has been performing duties regularly that are paid at a higher level, we can grant temporary working out of class pay or a permanent reclassification to the higher-paying job.

All recruitment for employment positions conducted by the District including, without limitation, recruitment positions conducted by the District's Office of Human Resources and Personnel Commission, shall be conducted consistent with all the requirements set forth in Section 53021 of Title 5 of the California Code of Regulations.

The District's Office of Human Resources, and Personnel Commission, shall create job announcements and set qualifications for employment positions consistent with all the requirements set forth in Section 53022 of Title 5 of the California Code of Regulations.

The District Office of Human Resources shall conduct academic applicant pool reviews, and take appropriate action as necessary, consistent with all of the requirements set forth in Section 53023 of Title 5 of the California Code of Regulations.

The District's screening and selection procedures shall be consistent with all the requirements set forth in Section 53024 of Title 5 of the California Code of Regulations. Specifically, all screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

- provided to the Chancellor upon request;
- designed to ensure that for all faculty and administrative positions and as appropriate for all other positions (including classified 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;
- based solely on job-related criteria; and
- designed to avoid an adverse impact, as defined in Section 53001(a) of Title 5 of the California Code of Regulations, and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

Whenever possible, screening/selection committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicants' qualifications.

Each individual serving on an academic hiring committee will be required to participate in a recruitment training session once each academic year. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees.

Santa Monica Community College District Diversity Reports

Santa Monica College is dedicated to fostering a diversity community among students and staff.

Our Diversity Reports can be found here:
http://www.smc.edu/HumanResources/HumanResourcesDepartment/Pages/Diversity-Reports.aspx

Appendix A – Plan Component 13

Please see the chart on the next page.

EEO PLAN COMPONENT 13 DISTRICT & COLLEGE ACTIVITIES
DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITY

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Provide training to employees, students & trustees.* *This applies if you are planning training that goes beyond mandatory training for hiring committees. **(53024.1(d))**	Office of Human Resources; Equity, Pathways, and Inclusion (EPI) Center; California Community College (CCC) Vision Resource Center; various outside entities.	**Years 2026-2029:** All employees are encouraged to participate in a myriad of Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA) training and workshops offered at the college as well as conferences and workshops provided by affinity groups.	Track participation through RSVPs, training completion records, and participation. We will monitor trends in our screening and selection pools to determine the effectiveness of the training.
Convey in publications and website the district's commitment to diversity & EEO. **(53024.1(j))**	Human Resources and Personnel Commission	**Year 2024:** EEO Video **Year 2026-2029:** Employment Bulletins (for wide distribution of employment opportunities) Employment advertising websites, including targeted diversity sites (for wide distribution of employment opportunities) Hiring Platforms Purchase resource tables to share recruitment information at conferences that serve targeted and underrepresented groups.	Website and application tracking system platform traffic. We will run equal opportunity reports to monitor the demographic data in the applicant pools. We will review the traffic to the websites based on information provided to us by our advertising agency (Job Elephant) We expect to contract services from two existing platforms.
Review and update District EEO/DEI policy statement.* **(53024.1(k))** *Cross-reference Plan Component 3	Participatory Governance Personnel Commission Human Resources	**Years 2026-2029:** Review and revise policies and procedures regularly on cycle and as needed.	Feedback from District constituents Access Review effectiveness of the policies and procedures by reviewing and assessing candidate pool demographic data by percentages for each recruitment. There will also be a qualitative review through committee to survey and assess the effectiveness of processes.
Providing EEO/diversity enhancement resources and assistance to other districts. **(53024.1(m))**	Office of Human Resources; EPI Center	**Years 2026-2029:** Participate in workgroups to engage in knowledge sharing and build cross-functional relationships through the CCC Office; Association of Chief Human Resources Officers (ACHRO), and the Association of California Community College Administrators (ACCCA).	Review of CCC system-wide process improvements implemented and/or mandated.
Addressing diversity issues in a transparent and collaborative fashion. **(53024.1(o))**	Office of Human Resources	**Years 2026-2029:** Review and revise policies and procedures regularly on cycle and as needed. The review will be done through participatory governance committees, specifically the joint EEO committee, District Human Resources Planning Committee, and Personnel Policies committee. Each committee includes all employee stakeholders and has goals to improve equal employment practices as well as DEIA.	Review of diversity in applicant pools Policy and process updates
IMPLEMENTATION →	**Who**	**What/When**	**Effectiveness Metrics & Review**
Recurring activities related to improving student access and student success—with a nexus to EEO hiring.	Office of Human Resources Personnel Commission	**Years 2064-2029:** Student and equity centered interview questions. This strategy is happening on an ongoing and consistent basis for all recruitments. Student participation (non-voting on faculty committees and voting on academic administrator committees) on screening committee interviews. We have offered to pay student workers for their participation on hiring committees. We will work with our participatory governance groups to consider changing policy to have students as voting members on faculty hiring committees. This will be a long-term goal, accomplishment of this goal is to be determined.	Outcomes in hiring pools are reviewed per recruitment as well as annually.
Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.	Office of Human Resources Personnel Commission	**Years 2026-2029:** EEO Reports for each applicant pool, at each step of the process is shared with the Superintendent/ President (Academic only). The information is assessed for each recruitment and over time in the Diversity report. In the future (1-2 years), when the Academic Administrator performance evaluation for is updated, we will consider including additional prompts that EEO and DEIA.	Regular review of the diversity in applicant pools and final selection as well as data in the District's Diversity Report. Review of each academic administrator performance evaluation submissions.
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.	N/A	N/A	N/A

POST-HIRING			
Conduct campus climate surveys & use this information. (53024.1(a))	Various District joint committees Office of Institutional Research	**Years 2026-2029:** The "Big" annual survey is sent out to all SMC employees. There are results reporting sessions and focus groups conducted based on the survey data.	Exploring reporting mechanisms. Surveys are designed by gathering information and input from participatory governance groups who assess need and provide guidance. The survey is developed with input from all employee groups.
Conduct exit interviews & use this information. (53024.1(b))	Office of Human Resources	**Years 2026-2029:** The District uses an exit questionnaire to assess the overall employee experience as they exit the institution.	Exploring reporting mechanisms. The exit questionnaire are promoted by the HR staff. The feedback given in the questionnaire will be considered when changing or developing new HR processes. The return rate is low; we are working on ways to increase the completion rates.
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	Office of Human Resources EPI Center Academic Senate	**Years 2026-2029:** Human Resources provides a New Employee Orientation for all new employees. The Academic Senate has a 1st year experience program for all new faculty that includes a number of activities, including presentations.	Exploring reporting mechanisms; we will look at ways to track the effectiveness of the new hire orientations. The first year program assist employees by acclimating them to the SMC environment and for them to find a sense of belonging as they navigate their first year with their new District colleagues.
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))	Office of Human Resources	**Years 2026-2029:** Human Resources reviews all complaints received, responds to Parties and investigates formal Title 5 unlawful discrimination and harassment complaints. The District follows Title 5 complaint procedures outlined in AR 3435 Discrimination and Harassment Complaints and Investigations. Appropriate corrective action is taken where violations are found following an investigation. Corrective action will also take in account an employees' respective collective bargaining agreements and students Code of Conduct protocols through Student Judicial Affairs.	No scoring tool. The District will need to explore ways to measure effectiveness.
IMPLEMENTATION →	**Who**	**What/When**	**Effectiveness Metrics & Review**
Survey applicants who decline offers & use the information. (53024.1(p))	Office of Human Resources Personnel Commission	**Years 2026-2029:** Human Resources will research and develop an effective plan to appropriately survey applicants who declined offers.	TBD
Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.	Office of Human Resources Personnel Commission	**Years 2026-2029:** Human Resources will research and develop an effective plan to address any adverse impact identified in Component 10.	TBD
Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan.	Office of Human Resources Personnel Commission	**Years 2026-2029:** Human Resources will research and develop an effective plan to address any underrepresentation identified in Components 11 & 12.	TBD
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.	N/A	N/A	N/A

HIRING			
Consistent and ongoing training for hiring committees. (53024.1(c)) ***Cross reference Plan Component 8.**	Office of Human Resources Personnel Commission SMC Hiring/Screening Committee members	**Years 2026-2029:** Screening committee and interview panel members prior to participation; Member of Human Resources and Personnel Commission receive on-going training through various resources.	Assess effectiveness of selections/hiring committee processes through qualitative feedback from the committees and through an assessment of the recruitment applicant pools; diversity and viability of applicant pools is also assessed to review the pool diversity and minimum qualifications.
Maintain updated job descriptions and job announcements. (53024.1(f))	Office of Human Resources Personnel Commission District websites	**Years 2026-2029:** Review, Update, and maintain job descriptions with new recruitment. With each recruitment, the job description is reviewed and updated- including a review of the EEO and DEIA components.	Exploring reporting mechanisms. One we are considering is an applicant survey.
IMPLEMENTATION →	**Who**	**What/When**	**Effectiveness Metrics & Review**
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))	Office of Human Resources	On an annual basis, the Board of Trustees and Superintendent President will receive training related to EEO and bias mitigation.	Exploring reporting mechanisms. A strategy being consider to measure the effectiveness of this strategy through surveying.
Assess "sensitivity to diversity" of all applicants. (53024.1(l))	Office of Human Resources Personnel Commission Screening/Hiring panels	**Years 2026-2029:** DEIA interview questions for each recruitment. Screening/hiring panel orientations that discuss sensitivity to diversity are mandatory for each recruitment. Review applicant pools at each level to assess diversity.	Applicant tracking system (NeoGov) EEO reports. The reports will be analyzed to determine the effectiveness of the processes.
Maintaining updated curricula, texts, and/or course descriptions. (53024.1(n))	Academic Senate District Planning Committee	**Years 2026-2029:** Faculty leads and subject matter experts working to develop equity-minded and diversity centered curriculum.	Student and peer evaluations.
Dedication of specified staff to EEO.	Office of Human Resources Personnel Commission Academic Senate	**Years 2026-2029:** Dean of Human Resources, Director of Personnel Commission, and Academic Senate/District participatory Governance committees are the dedicated staff to EEO efforts. Academic senate is also responsible for assigning EEO representatives to each faculty screening committee.	Exploring reporting mechanisms.
Incentives for hard-to-hire areas/disciplines.	Office of Human Resources	Extended Recruitment and working with the hiring managers and chairs to consider suggestions for incentives.	NeoGov reporting tools.
Focused outreach and publications.	Office of Human Resources Personnel Commission	**Years 2026-2029:** Post on CCC Registry and other platforms specifically geared towards underrepresented groups. Some of the platforms include DiverseEducation.com, A2MENDjobs.com, and Black Nurses publication.	Assessment of applicant pools. Review of number of views of the recruitment postings on various platforms.
Procedures for addressing diversity throughout hiring steps and levels	Office of Human Resources Personnel Commission Academic Senate	**Years 2026-2029:** Review applicant pools for every recruitment at multiple stages of the recruitment. This includes reviewing the pools diversity using NeoGov reports.	Applicant tracking system (NeoGov) EEO reports.
IMPLEMENTATION →	**Who**	**What/When**	**Effectiveness Metrics & Review**
Recruitment efforts and strategies such as: • **Use of demographic data** • **Job Fairs** • **CCC Registry** • **Relationships with external organizations & colleges**	Office of Human Resources Personnel Commission	**Years 2026-2029:** The District uses an outside advertising agency (Job Elephant) to identify and advertise with sources that focus on advertising to diverse populations. The District participates in the CCC Registry job fair. The District uses NeoGov for advertising, which also attracts a diverse population of applicants. The District also participated in conferencing such has A2MEND and a Health Sciences conferences to attract a diverse applicant pool.	Assessment of applicant pools. Review of number of views of the recruitment postings on various platforms.
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.	N/A	N/A	NA