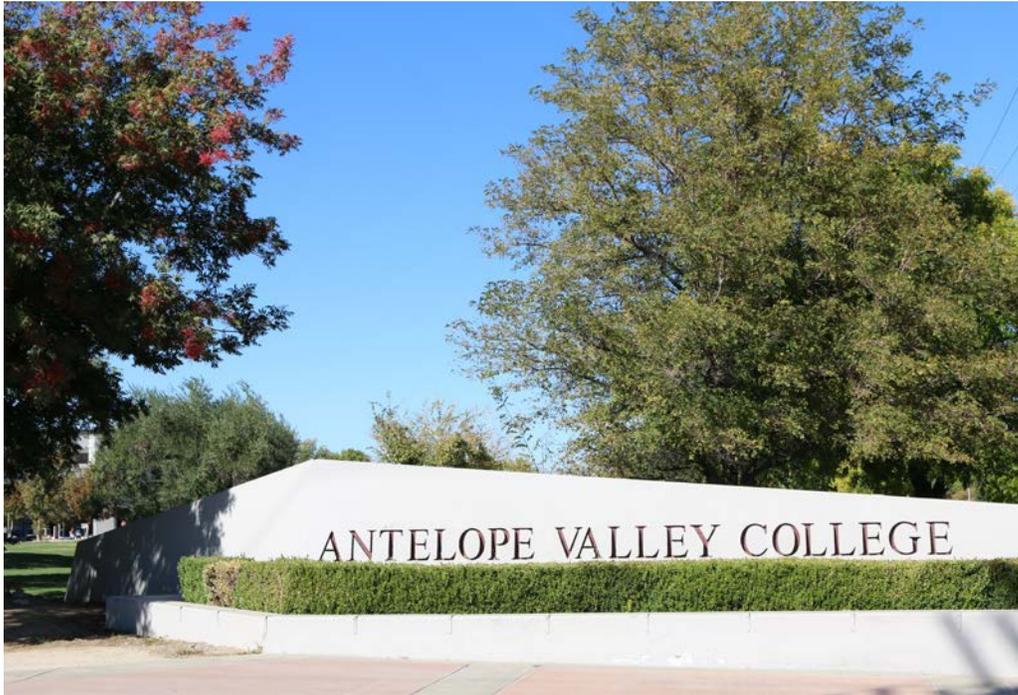




# Equal Employment Opportunity Plan



Adopted by Board of Trustees May 9, 2016  
Revised May 8, 2017

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Antelope Valley Community College District  
Equal Employment Opportunity *Plan*

***I. INTRODUCTION***

The Antelope Valley Community College District Equal Employment Opportunity *Plan* was adopted by the Board of Trustees on May 9, 2016. The *Plan* reflects the district's commitment to equal employment opportunity (EEO). It is the district's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working academic environment, which is welcoming to all, will foster diversity and promote excellence.

To properly serve a growing diverse population, the district will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

The *Plan's* immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations ( 53000 et seq.) and the steps the district shall take in the event of underrepresentation of monitored groups.

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EEO Compliance Officer

## ***II. POLICY STATEMENT (Section 53002)***

The Antelope Valley Community College District is committed to the concept and principles of equal employment opportunity in education and employment for all persons and to prohibiting discrimination based on national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The district believes that in order to effectively address and comply with federal and state mandates and guidelines on equal employment opportunity, the Board of Trustees, administration, faculty and classified staff must recognize that equal employment opportunity is a shared responsibility and all must be held accountable for application and enforcement of the *Plan* within their area of authority. It is through combined efforts that the district will achieve fairness and equity consistent with the approved Equal Employment Opportunity Plan. The district will ensure that the recruitment, screening, selection, hiring and promotional processes are in accordance with principles of equal employment opportunity.

### **III. DEFINITIONS (Section 53001)**

In order to understand the terms used throughout the *Plan*, the following terms are an explanation of the terms are provided.

- A. ***Adverse Impact:*** "Adverse impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
  
- B. ***Diversity:*** "Diversity" means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.
  
- C. ***Equal Employment Opportunity:*** "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in 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:
  - 1. identifying and eliminating barriers to employment that are not job related; and
  - 2. 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.
  
- D. ***Equal Employment Opportunity Plan:*** An "equal employment opportunity plan" is a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
  
- E. ***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 title 5, §53006.
  
- F. ***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 title 5, §53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

- G. ***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.
- H. ***Monitored Group:*** "Monitored group" means those groups identified in title 5, §53004(b) for which monitoring and reporting is required pursuant to title 5, §53004(a).
- I. ***Person with a Disability:*** "Person with a disability" is 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.  
Under California law, a person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- J. ***Reasonable Accommodation:*** "Reasonable accommodation. means the efforts made on the part of the district in compliance with Government Code section 12926.
- K. ***Screening or Selection Procedures:*** "Screening or selection procedure" means any measure, combination of measures, or procedures 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.
- L. ***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 title 5, §53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

**IV. RESPONSIBILITY; DELEGATION OF AUTHORITY; COMPLAINTS**  
**(Section 53020)**

It is the goal of the Antelope Valley 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.

- A. *Board of Trustees:* The governing board is ultimately responsible for proper implementation of the district's *Plan* at all levels of district and college operation, and for making measurable progress toward equal employment opportunity by the methods described in the *Plan*.
- B. *CEO or Designee:* The Board of Trustees delegates to the Vice President of Human Resources the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the district's equal employment opportunity policies and procedures. The CEO 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 CEO or designee shall evaluate the performance of all administrators who report directly to the CEO and the Vice Presidents on their ability to follow and implement the *Plan*.
- C. *Vice President of Human Resources* The Vice President of Human Resources shall also serve as the 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 shall 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, §53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving complaints described in the District's Unlawful Discrimination and Sexual Harassment Procedure and for ensuring that applicant pools and selection procedures are properly monitored.
- D. *Equal Employment Opportunity Advisory Committee:* The district will establish an Equal Employment Opportunity Advisory Committee to act as an advisory body to the Equal Employment Opportunity Officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the development and implementation of the *Plan* in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for *Plan* revisions as appropriate. (Note: Perhaps "assist in the implementation of the *Plan*" is beyond the purview of the members.)

- E. *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 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.
  
- F. *Good Faith Effort:* The district shall make a continuous good faith effort to comply with all the requirements of its Plan.

V. **ADVISORY COMMITTEE (Section 53005)**

- A. The district has established an Equal Employment Opportunity Advisory Committee to assist the district in implementing its *Plan* required under section 53003. The committee may also assist in promoting an understanding and support of equal employment opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.
- B. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the district has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups. Ex-officio members shall include the Human Resources Vice President and the District Compliance Officer if different from the Human Resources Vice President.
- C. This advisory committee shall receive training in all of the following:
  - 1. The requirements of subchapter 53005 and of state and federal nondiscrimination laws;
  - 2. Identification and elimination of bias in hiring;
  - 3. The educational benefits of workforce diversity; and
  - 4. The role of the advisory committee in carrying out the district's EEP plan.
- D. The committee will be composed of the following members:
  - One (1) EEO Officer, Vice President of Human Resources or designee
  - Two (2) Academic Senate members
  - One (1) Administrative Council member
  - Two (2) ASO Student Representatives
  - One (1) Faculty Union member
  - Two (2) Classified Union members
  - One (1) Confidential/Management/Supervisory member
  - One (1) Disabled Student Services Representative
- E. The Equal Employment Opportunity Advisory Committee will hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO efforts, programs, policies and progress. When appropriate, the advisory committee shall make recommendations to the Board of Trustees, the Chief Executive Officer, and Equal Employment Opportunity Officer.

## **VI. COMPLAINTS**

### **A. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (title 5, §53026).**

The district has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated.

1. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be:
  - a) Signed and dated by the complainant;
  - b) Contain the name(s) of the individual(s) involved, the date(s) of the event(s) at issue, and a detailed description of the action(s) constituting the alleged violation.
2. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.
3. 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 ninety (90) days after such occurrence unless the violation is ongoing.
4. A complainant may not appeal the district's determination pursuant to §53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by §53026. A copy of the guidelines is located on the California Community Colleges Chancellor's Office Website at <http://extranet.cccco.edu/Divisions/Legal.aspx>. under Guidelines & Policies: *Minimum Conditions Complaints.*
5. The district may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a district statement of the reason for returning the complaint without action.

6. The complaint shall be filed with the Equal Employment Compliance Officer. If the complaint involves the Equal Employment Compliance Officer, the complaint may be filed with the chief executive officer. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The Equal Employment Compliance Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.
7. In the event that a complaint filed under §53026 alleges unlawful discrimination, it will be processed according to the requirements of §59300 et seq.

**B. Complaints Alleging Unlawful Discrimination or Harassment (Title 5, §59300 et seq.)**

The district has established policies and procedures for complaints alleging unlawful discrimination or harassment. (Board Policy and Administrative Procedures 3410, Nondiscrimination and Board Policy and Administrative Procedures 3430, Prohibition of Harassment. These policies and procedures can be found on the district website under Board Policies and Procedures at <https://www.avc.edu/administration/board/policyprocedures> The district compliance officer is responsible for receiving such complaints and for coordinating their investigation. The district's discrimination and sexual harassment complaint procedures are not part of this *Plan*, but are available in the office of Human Resources.

## **VII. NOTIFICATION TO DISTRICT EMPLOYEES**

The board of trustees and the chief executive officer are committed to equal employment opportunity as emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement will be printed in the college catalogs and class schedules.

The *Plan* and subsequent revisions will be distributed to the district's governing board, the chief executive officer, administrators, the academic senate president, faculty and classified union presidents and members of the District Equal Employment Opportunity Advisory Committee.

The *Plan* will be available on the district's website, and when appropriate, may be distributed by e-mail.

- A. At the beginning of each academic year the district Human Resources Office will provide all employees with an electronic 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 annual notice will contain the following provisions:
  1. The importance of the employee's participation and cooperation in ensuring the *Plan's* implementation.
  2. Location where copies of the *Plan* are available (i.e. Library, District Internet Site, Office of the Chief Executive Officer, Office of Human Resources, and each Department/Division Office).
- B. The Office of Human Resources will provide all new employees with a copy of the written notice described above when they commence their employment with the district.

**VIII. TRAINING FOR SCREENING/SELECTION COMMITTEES**

District employees who participate on screening or selection committees will receive training.

Training shall include, but need not be limited to: (1) the requirements of the Title 5 regulations on equal employment opportunity (§53000 et seq); (2) the requirements of federal and state nondiscrimination laws; (3) the requirements of the district's Equal Employment Opportunity Plan; (4) the district's policies on nondiscrimination, recruitment and hiring;; (5) the educational benefits of workforce diversity; (6) the elimination of bias in hiring decisions; and (7) best practices in serving on a selection or screening committee.

Persons serving in any of the above capacities will be required to receive training within 12 months prior to their service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Equal Employment Opportunity Officer is responsible for providing the required training.

Any individual or organization, 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.

**IX. ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS**

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations of the *Plan*. The notice will inform these organizations that they may obtain a copy of the *Plan*, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan*. The notice will also include the Internet address where the district advertises its job openings and the names, departments, and phone numbers of individuals to call in order to obtain employment information. The district will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached as Appendices A. This list may be revised from time to time as necessary.

**X. DISTRICT EVALUATION AND REPORT TO CHANCELLOR (Section 53004)**

- A. The Office of Human Resources shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the implementation of the District's Equal Employment Opportunity Plan and to provide data needed for the reports required by this Plan, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians or Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanic/Latinos, Caucasians, and persons with disabilities.
- B. The District shall annually report to the Chancellor, in a manner prescribed by the Chancellor, this data for all employees in the district. Each employee shall be reported so that he or she may be identified as belonging to one of the following seven (7) job categories:
1. Executive/Administrative/Managerial
  2. Faculty and other Instructional Staff
  3. Professional Nonfaculty
  4. Secretarial/Clerical
  5. Technical and Paraprofessional
  6. Skilled Crafts
  7. Service and Maintenance
- C. For purposes of the data collection and report, each applicant or employee shall be afforded the opportunity to identify his or her gender, ethnic group identification and, if applicable, his or her disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committees and hiring administrator(s).
- D. At least every three (3) years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the above mentioned identified job categories:

## ***XI. ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOLS***

### **District Workforce Analysis**

The Human Resources Department will annually survey the district's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by this Plan and to determine whether any monitored group is underrepresented.

Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s).

At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- 1) Executive/Administrative/Managerial
- 2) Faculty and other Instructional Staff;
- 3) Professional non-faculty
- 4) Secretarial/clerical;
- 5) Technical and paraprofessional;
- 6) Skilled crafts; and
- 7) Service and maintenance

The District's workforce and applicant pools for fall 2014 are as follows:

**Antelope Valley College District Workforce Data Analysis:**

**Workforce Analysis (employee count)**

Fall 2014

|  | <b>Total</b> | <b>Male</b> | <b>Female</b> | <b>American<br/>Indian/<br/>Alaskan<br/>Native</b> | <b>Black/African<br/>American</b> | <b>Asian/Pacific<br/>Islander</b> | <b>Hispanic/<br/>Latino</b> | <b>White</b> | <b>Other/<br/>Unknown<br/>Race/Sex</b> |
|--|--------------|-------------|---------------|--|-----------------------------------|-----------------------------------|-----------------------------|--------------|--|
| Exec/Admin   | 30           | 15          | 15            | 0  | 6                                 | 0                                 | 3                           | 20           | 1                                      |
| Professional/Non-<br>faculty   | 46           | 21          | 25            | 0  | 8                                 | 3                                 | 9                           | 24           | 2                                      |
| Secretarial/Clerical   | 53           | 5           | 48            | 0  | 12                                | 1                                 | 12                          | 26           | 2                                      |
| Technical &<br>Paraprofessional                                      | 139          | 53          | 86            | 1  | 18                                | 5                                 | 19                          | 87           | 9                                      |
| Skilled Craft  | 8            | 7           | 1             | 0  | 0                                 | 0                                 | 0                           | 8            | 0                                      |
| Service &<br>Maintenance   | 34           | 27          | 7             | 0  | 5                                 | 4                                 | 6                           | 18           | 1                                      |
| Faculty- Full Time<br>& Other<br>Instructional Staff                 | 155          | 85          | 70            | 2  | 7                                 | 11                                | 10                          | 120          | 5                                      |
| <b>SUB TOTAL of<br/>Full-Time Faculty<br/>&amp; Classified Staff</b> | <b>465</b>   | <b>213</b>  | <b>252</b>    | <b>3</b>   | <b>56</b>                         | <b>24</b>                         | <b>59</b>                   | <b>303</b>   | <b>20</b>                              |
| Faculty-Part Time  | 442          | 251         | 191           | 5  | 28                                | 26                                | 38                          | 322          | 23                                     |
| Persons<br>w/Disabilities <sup>i</sup>                               | 7            | 4           | 3             | 0  | 1                                 | 0                                 | 1                           | 5            | 0                                      |
| <b>GRAND TOTALS</b>  | <b>907</b>   | <b>464</b>  | <b>443</b>    | <b>8</b>   | <b>84</b>                         | <b>50</b>                         | <b>97</b>                   | <b>625</b>   | <b>43</b>                              |
| <b>PERCENTAGE<br/>TOTALS</b>   |              | <b>51%</b>  | <b>49%</b>    | <b>1%</b>  | <b>9%</b>                         | <b>6%</b>                         | <b>11%</b>                  | <b>69%</b>   | <b>4%</b>                              |

<sup>i</sup> Counted in category of position held by disabled individual and thus not duplicated in grand total

Summary of Permanent Staff

**Permanent staff of Antelope Valley College- 2014 (percentages)**

|  | <b>Male</b> | <b>Female</b> | <b>Amer<br/>Indian/Alaskan</b> | <b>Black/Afr<br/>Amer</b> | <b>Asian/Pacific<br/>Islander</b> | <b>Hispanic/Latino</b> | <b>White</b> | <b>Other/Unknown<br/>Race</b> |
|--|-------------|---------------|--------------------------------|---------------------------|-----------------------------------|------------------------|--------------|-------------------------------|
| Exec. Admin.                                 | 50%         | 50%           | 0%                             | 20%                       | 0%                                | 5%                     | 67%          | 3%                            |
| Prof./Non-Faculty                            | 46%         | 54%           | 0%                             | 17%                       | 7%                                | 20%                    | 52%          | 4%                            |
| Secretarial/Clerical                         | 9%          | 91%           | 0%                             | 23%                       | 2%                                | 23%                    | 49%          | 3%                            |
| Tech & Prof                                  | 38%         | 62%           | 1%                             | 13%                       | 4%                                | 14%                    | 63%          | 5%                            |
| Skilled Craft                                | 88%         | 12%           | 0%                             | 0%                        | 0%                                | 0%                     | 100%         | 0%                            |
| Service & Maint                              | 79%         | 21%           | 0%                             | 15%                       | 12%                               | 18%                    | 53%          | 2%                            |
| Faculty-FT &<br>Other Instructional<br>Staff | 55%         | 45%           | 1%                             | 5%                        | 7%                                | 6%                     | 77%          | 4%                            |
| Faculty-PT                                   | 57%         | 43%           | 1%                             | 6%                        | 6%                                | 9%                     | 73%          | 5%                            |
| Persons<br>w/Disabilities                    | 57%         | 43%           | 0%                             | 14%                       | 0%                                | 14%                    | 72%          | 0%                            |
| <b>GRAND TOTALS</b>                          | <b>51%</b>  | <b>49%</b>    | <b>.9%</b>                     | <b>9.3%</b>               | <b>5.5%</b>                       | <b>10.7%</b>           | <b>68.9%</b> | <b>4.7%</b>                   |

Summary of Applicants

**Applicant Pool Analysis- Fall 2014**

|  | <b>Total</b> | <b>Male</b> | <b>Female</b> | <b>American Indian/<br/>Alaskan Native</b> | <b>Black/African American</b> | <b>Asian/Pacific Islander</b> | <b>Hispanic/Latino</b> | <b>White</b> | <b>Other/<br/>Unknown Race/Sex</b> |
|--|--------------|-------------|---------------|--|-------------------------------|-------------------------------|------------------------|--------------|------------------------------------|
| Exec/Admin                               | 36           | 22          | 14            | 3  | 3                             | 4                             | 6                      | 19           | 1                                  |
| Professional/Non-faculty                 | 50           | 8           | 42            | 0  | 16                            | 8                             | 10                     | 14           | 2                                  |
| Secretarial/Clerical                     | 164          | 19          | 145           | 7  | 31                            | 14                            | 42                     | 68           | 2                                  |
| Technical & Paraprofessional             | 199          | 66          | 133           | 7  | 45                            | 12                            | 59                     | 71           | 5                                  |
| Skilled Craft                            | 27           | 27          | 0             | 0  | 2                             | 0                             | 2                      | 21           | 2                                  |
| Service & Maintenance                    | 106          | 95          | 11            | 1  | 22                            | 3                             | 31                     | 49           | 0                                  |
| Faculty-Career Education                 | 59           | 37          | 22            | 2  | 8                             | 6                             | 4                      | 36           | 3                                  |
| Faculty-English                          | 32           | 14          | 18            | 0  | 4                             | 1                             | 0                      | 23           | 4                                  |
| Faculty-Health & P.E.                    | 0            | 0           | 0             | 0  | 0                             | 0                             | 0                      | 0            | 0                                  |
| Faculty-Humanities                       | 0            | 0           | 0             | 0  | 0                             | 0                             | 0                      | 0            | 0                                  |
| Faculty-Instructional & Support Services | 0            | 0           | 0             | 0  | 0                             | 0                             | 0                      | 0            | 0                                  |
| Faculty-Mathematics                      | 20           | 11          | 9             | 0  | 1                             | 7                             | 0                      | 12           | 0                                  |
| Faculty-Natural Sciences                 | 13           | 6           | 7             | 1  | 2                             | 1                             | 1                      | 7            | 1                                  |
| Faculty-Social Sciences                  | 12           | 5           | 7             | 0  | 3                             | 5                             | 0                      | 4            | 0                                  |
| Faculty-Part Time                        | 141          | 72          | 69            | 6  | 14                            | 13                            | 17                     | 80           | 11                                 |

| (continued)              | Total      | Male       | Female     | American Indian/<br>Alaskan Native | Black/African American | Asian/Pacific Islander | Hispanic/Latino | White      | Other/<br>Unknown Race/Sex |
|--------------------------|------------|------------|------------|------------------------------------|------------------------|------------------------|-----------------|------------|----------------------------|
|                          |            |            |            |                                    |                        |                        |                 |            |                            |
| Persons w/Disabilities   | 0          | 0          | 0          | 0                                  | 0                      | 0                      | 0               | 0          | 0                          |
| <b>TOTALS</b>            | <b>859</b> | <b>382</b> | <b>477</b> | <b>27</b>                          | <b>151</b>             | <b>74</b>              | <b>172</b>      | <b>404</b> | <b>31</b>                  |
| <b>PERCENTAGE TOTALS</b> |            | <b>44%</b> | <b>56%</b> | <b>3%</b>                          | <b>18%</b>             | <b>8%</b>              | <b>20%</b>      | <b>47%</b> | <b>4%</b>                  |

The overall diversity of applications in Fall of 2014 was 52.9%. The diversity breakdown percentages were as follows in the following recruitments for Fall of 2014 (Overall diversity is equal to the ratio of the total number of applicants in minority groups to the total number of applicants in the total applicant pool; the percentage breakdown is equal to the ratio of the total number of minority applicants in a category to the total number of the majority applicant group in the same category):

|                               |       |
|-------------------------------|-------|
| Executive/Admin:              | 47.2% |
| Professional/non-faculty:     | 68%   |
| Secretarial/Clerical:         | 58.5% |
| Technical & Paraprofessional: | 64.3% |
| Skilled Craft:                | 22.2% |
| Service & Maintenance:        | 51.8% |
| Faculty- Full Time:           | 33.8% |
| Faculty- Part Time:           | 43.2% |

Comparison to available workforce:

The Fall 2014 count of full time faculty and classified employees is 465. The number of part time faculty is 442. The overall diversity of permanent staff is 30.5%. The overall diversity of part time staff is 21.9%. No data that would determine who is available and qualified to perform the work in each job category has been provided by the state Chancellor's office to compare to Antelope Valley's workforce and applicant data.

The four largest self identified ethnic groups of permanent employees for the 2014-2015 school year are Whites (n=625- 68.9%); Hispanic/Latino (n=97- 10.7%); Black/African American (n=84- 9.3%) and Asian/Pacific Islander (n=50- 5.5%). Other ethnic groups are American Indian/Alaskan Native (n=8- .9%) and Other/Unknown (n=31- 4.7%). It is recommended that the ethnic category of "multi-racial" be added in future collection efforts. Just over half of all employees are men (n=464- 51%) while 49% are women (n=443).

The Applicant pool demographics show that the lowest percentages in diversity are among the Full Time faculty positions and Skilled Craft; however, only 8 employees fall into the Skilled Craft group; therefore this group will not be interpreted.

Ethnically more Whites (n=404- 47%) applied for jobs regardless of positions in comparison to all other groups. Hispanics (n=172- 20%) and Black/African Americans (n=151- 18%) were second and third in that order. Asian/Pacific Islander (n=74- .09%), Unknown (n=31- .03%) and American Indian/Alaskan Native (n=27-.03 %)

***XII. RECRUITMENT AND HIRING PROCEDURES TO ENSURE EQUAL EMPLOYMENT OPPORTUNITY***

**A. Recruitment (Section 53021)**

It is the policy of the district to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. College Equal Employment Opportunity Advisory Committees are encouraged to utilize and notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants. All recruitment announcements will state that the district is an "Equal Employment Employer." The district will include in the recruitment of its Recruitment and Hiring Procedures the following provisions:

1. For any job category where continuing underrepresentation exists, the district will apply the recruitment procedures set forth in Title 5, §53021 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-

house interim appointments or the exception under §53021(c)(7) for engaging an administrator through a professional services contract unless the chief executive officer or his/her 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.

2. Recruitment for all open positions may include, but not be limited to, placement of job announcements in the following instruments:
  - a) Antelope Valley College Employment Opportunities Web page(s).
  - b) General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.
  - c) Local and regional community newspapers.
  - d) Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
  - e) Publications, including electronic media that are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the district's workforce.
  - f) Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the district's workforce.

#### B. Job Announcements and Qualifications (Section 53022)

The district's Recruitment and Hiring Procedures on "Job Announcements" will be revised to include the following provisions:

1. Job announcements will state clearly job specifications, setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, 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 by the Equal Employment Opportunity Officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the district is an "Equal Employment Employer."

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

C. Applicant Pool Review (Section 53023)

(a) 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, evaluating the effectiveness of the district's equal employment opportunity program, or any other purpose specifically authorized in this subchapter, or by any applicable statute or regulation.

(b) 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.

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

(c) 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. This applicant pool data shall be reviewed in conducting the analysis described in section 53006(a).

D. Screening and Selection Procedures (Section 53024)

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

1. (a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:
  - (1) provided to the Chancellors upon request;

(2) designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, 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 by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

- (b) A district may not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law. Nor may a district apply the district's equal employment opportunity plan in a rigid manner which has the purpose or effect of so discriminating.
- (c) Seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the requirements of section 53022.
- (d) Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures.”
- (e) Whenever possible, selection/screening committees shall include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications.
- (f) Notwithstanding any other provision of this division, the governing board or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of the equal employment opportunity plan or to ensure equal employment opportunity. However, a consistent pattern of not hiring qualified candidates from a monitored group who are recommended by screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunity that are required by this subchapter.

- (g) The Equal Employment Opportunity Officer should approve the makeup of selection/screening committees. If the Equal Employment Opportunity Officer does not approve a selection/screening committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.
- (h) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training. (Refer to VII. Training)
- (i) Interviews must include at least two questions which assess the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency. Reference checks must include at least one question addressing such issues.
- (j) All screening materials must be approved for compliance with equal employment opportunity principles.
- (k) Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:
  - 1. After the selection/screening committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.
  - 2. After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- (l) The district will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The district will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating.
- (m) The district will review all of its current and future job specifications to ensure that seniority or length of service is taken into consideration only to the extent it is job-related, is not the sole criterion, and is included in the job announcement consistent with the requirements of Plan Component 12, 2) (a) (see Title 5, §§ 53022 and 53024(d)).

Service will be considered job-related for purposes of taking seniority or length of service into account only if it is closely related to the actual teaching or other faculty assignment. Service in the same department will not automatically be

considered closely related unless the actual assignments within the department are similar. The use of seniority or length of service will be assessed for adverse impact in each selection process where it is taken into account. If adverse impact results from the use of seniority or length of service as a job-related factor, the process will continue only if applicants who were eliminated by the use of seniority or length of service considerations are placed back in the pool and continue to be considered during the hiring process.

- (n) Selection testing for employees will follow procedures as outlined in the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures.
- (o) The governing board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.
- (p) The district will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the *Plan*, the district will request the Equal Employment Opportunity Advisory Committee to recommend new methods to meet the Plan objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.

### ***XIII. DEVELOPING AND MAINTAINING INSTITUTIONAL COMMITMENT TO DIVERSITY (53024.1)***

The District recognizes that establishing and maintain a richly diverse workforce is an on-going process that requires continued institutionalized effort. The District shall develop and implement on a continuing basis, indicators of institutional commitment to diversity. Such indicators may include, but are not limited to the examples listed in this section. Nothing in this list is mandatory, unless a District is directed to adopt specific measures by the Chancellor pursuant to section 53024.2(b)(2).

- (a) The district conducts surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.
- (b) The district conducts exit interviews with employees who voluntarily leave the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information
- (c) The district provides training on elimination of bias in hiring and employment.
- (d) The district provides cultural awareness training to members of the campus community
- (e) The district maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.

- (f) The district has audited an/or maintains updated job descriptions and/or job announcements.
- (g) The district's board of trustees receives training on the elimination of bias in hiring and employment at least once every election cycle.
- (h) The district timely and thoroughly investigates all complaints filed under this chapter, and all harassment and discrimination complaints filed under subchapter 5 (commencing with section 59300) of chapter 10 of this division, and takes appropriate correction action in all instances where a violation is found.
- (i) The district timely complies with the requirement of Government Code section 12950.1 (Stats. 2004,ch.933 [AB1825]), and includes all forms of harassment and discrimination in the training.
- (j) The district's publications and website convey its diversity and commitment to equal employment opportunity.
- (k) The district's mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
- (l) The district's hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.
- (m) District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.
- (n) The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
- (o) The district addresses issues of inclusion/exclusion in a transparent and collaborate fashion.
- (p) The district attempts to gather information from applicants who decline job offers to find out why, records this information, and utilizes it.
- (q) The district conducts longitudinal analysis of various employment events by monitored group status such as hiring, promotion, retention, voluntary resignation, termination, and discipline.

***XIV. ADDITIONAL MEASURES TO SUPPORT DIVERSITY AND ENSURE EQUAL EMPLOYMENT OPPORTUNITY (SECTION 53006)***

- (a) The District shall review the information gathered pursuant to section 53003, subdivision (c)(6) to determine if significant underrepresentation of a monitored group may be the result of non job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall included, but need not be limited to:
1. Longitudinal analysis of data regarding job applicants, gathered pursuant to section 53003 (c)(6), to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
  2. Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
  3. Analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.
- (b) Where the review described in subdivision (a) identifies that significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process, the district shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:
- (1) Review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
  - (2) Consider various other means of reducing the significant 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;
  - (3) 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 a reasonable period of time; and
  - (4) Review each locally established “required,” “desired” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
    - (A) Any requirements of federal law; and
    - (B) Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students;or

- (5) Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set for the in paragraph (4) of this subdivision;
  - (6) Continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and
  - (7) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.
- (c) For purposes of this section, “a reasonable period of time” means three years, or such longer period as the Chancellor may approve, upon the request of the equal employment opportunity advisory committee and the chief executive officer, where the district has not filled enough positions to appreciably affect its work force in the job category in question.

***XV. OTHER MEASURES NECESSARY TO FURTHER EQUAL EMPLOYMENT OPPORTUNITY (SECTION 53003)***

The district recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the district will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well funded, and supported by the leadership of the district can be of great value. The district will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The district will also promote learning opportunities and personal growth in the area of diversity and provide an environment that is responsive to its diverse employee and student populations. In implementing a diversity program, the district shall do the following:

- A. Conduct campus climate studies to identify hidden barriers.
- B. Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- C. Highlight the district's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they are sensitive to diversity in their major job duties.
- D. Enhance diversity dialogues, forums, and cross-cultural workshops.
- E. Work with the AP & P Committee to assist in the development of a "Diversity Instructional Tool Kit" as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.
- F. Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- G. Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.

- H. Offer a series of EEO/diversity workshops for staff development or faculty professional development days.
- I. Evaluate administrators yearly on their ability and efforts to meet the district's equal employment opportunity and diversity efforts.
- J. Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the district's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district's website. The website will also list contact persons for further information on all of these topics.
- K. Promote various cultural celebrations on campus.
- L. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- M. Continue and expand a diversity program on campus that is visible, valued and adequately funded.
- N. Consider providing for alternative educational or experience requirements for nonacademic positions.
- O. Develop leadership opportunities with current staff focusing on diversity.
- P. Ensure that top administrative staff support diversity objectives and that the diversity and/or Equal Employment Opportunity Officer position is maintained as a cabinet or other high-level administrative position.
- Q. Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

***XVI. PERSONS WITH DISABILITIES***

- A. Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, §11135 et seq. and §12940(m); §504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. 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 notetakers.
  
- B. The ADA coordinator is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the “Request for Reasonable Accommodations” form.

***XVII. GRADUATE ASSUMPTION PROGRAM OF LOANS FOR EDUCATION***

The district will encourage community college students to become qualified for, and seek employment as, community college employees. The district shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The district will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.



## APPENDICES



**XVIII. APPENDIX 1 – COMMUNITY ORGANIZATIONS AND CONTACT INFORMATION**

1. African American Chamber of Commerce  
3053 Rancho Vista Blvd., Ste. H, PMB 169  
Palmdale, CA 93551  
(661) 272-5807 www.avaacoc.com
2. Chamber of Commerce of the Greater Antelope Valley  
37765 53<sup>rd</sup> Street East  
Palmdale, CA 93552  
info@coCGAV.com  
(661) 553-8068
3. Lancaster Chamber of Commerce  
554 W. Lancaster Blvd  
Lancaster, CA 93534  
(661) 948-4518
4. Antelope Valley Hispanic Chamber of Commerce  
819 E. Ave Q-9  
Palmdale, CA 93552  
avhispanicchamber@gmail.com  
(661) 538-0607
5. CalState University Bakersfield-AV  
43909 30<sup>th</sup> Street West  
Lancaster, CA 93536  
(661) 952-5000
6. Lancaster Public Library  
601 W. Lancaster Blvd  
Lancaster, CA 93534  
(661) 948-5029
7. Lancaster Woman's Club  
PO Box 2041  
44748 Beech Avenue, #B  
Lancaster, CA 93534  
(661) 948-0038

8. NAACP – Antelope Valley Chapter  
P.O. Box 2466  
Lancaster, CA 93539  
info@avnaccp.org  
(661) 222-8144
  
  9. Palmdale City Library  
700 E. Palmdale Blvd  
Palmdale, CA 93550  
(661) 267-5600
  
  10. Palmdale Woman’s Club  
2141 E. Ave Q  
Palmdale, CA 93551  
(661) 266-3008
  
  11. Social Vocational Services  
38420 5<sup>th</sup> Street West, Suites A-D  
Palmdale, CA 93551  
(661) 274-4840
-