



**CERRITOS COMMUNITY COLLEGE DISTRICT**  
**EQUAL EMPLOYMENT OPPORTUNITY PLAN**

**JUNE 2020**

**OFFICE OF HUMAN RESOURCES**

ADOPTED BY THE BOARD: June 3, 2020

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**Cerritos College  
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**I. Introduction and Resolution**

The Cerritos Community College District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The District’s Equal Employment Opportunity Plan (“Plan”) was adopted by the Board of Trustees on June 3, 2020, and reflects the District’s commitment to support the goals of equal opportunity and diversity, and to provide equal consideration for all qualified candidates. Creating a working and academic environment that is welcoming to all fosters diversity and promotes excellence.

The Plan’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to applicable Title 5 regulations (section 53000 et seq.), and the steps the District shall take in the event of underrepresentation of monitored groups. The District is committed to hiring and retaining faculty and staff who are sensitive to, and knowledgeable about, the needs of the continually changing student body and community it serves. Through an educational experience in an inclusive environment, our students will be better prepared to work and live as productive participants in the global community.


Jose Fierro, D.V.M., Ph.D.  
Cerritos College President/Superintendent


# **CERRITOS COMMUNITY COLLEGE DISTRICT RESOLUTION #20-0603J**

## **RESOLUTION OF THE BOARD OF TRUSTEES OF THE CERRITOS COMMUNITY COLLEGE DISTRICT TO ADOPT THE DISTRICT'S EQUAL EMPLOYMENT OPPORTUNITY PLAN**

- WHEREAS, It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, 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; and
- WHEREAS, the Board of Trustees reaffirms its dedication to fostering a diverse and inclusive workplace that welcomes the employment of qualified individuals from all walks of life, appreciates the contributions of individuals with a wide range of experiences and perspectives, and is free from barriers to employment for historically underrepresented groups; and
- WHEREAS, the Board of Trustees finds that a diverse and inclusive workplace is fundamental to maintaining a robust academic environment and fulfilling the District's mission to prepare students for success in a global society; and
- WHEREAS, the District is committed to hiring and retaining faculty and staff who are sensitive to, and knowledgeable about, the needs of the continually changing and diverse student body and community served by the District and the community colleges of California; and
- WHEREAS, an Equal Employment Opportunity Plan will ensure the implementation of the equal employment opportunity principles and values enumerated above.
- RESOLVED, that the Board of Trustees of the Cerritos Community College District hereby adopts the attached Equal Employment Opportunity Plan.

Adopted at a regular meeting of the Board of Trustees of the Cerritos Community College District at Norwalk, California this 3<sup>rd</sup> day of June 2020:

Signed:   
[Marisa Perez \(Jun 7, 2020 14:23 PDT\)](#)  
\_\_\_\_\_  
President, Board of Trustees of the  
Cerritos Community College District

Attest:   
[James Birkey \(Jun 15, 2020 20:40 PDT\)](#)  
\_\_\_\_\_  
Clerk of the Board of Trustees of the  
Cerritos Community College District

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**II. Definitions**

California Code of Regulations, Title 5, Section 53001

1) 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.

2) Business Necessity: "Business necessity" means circumstances that justify an exception to the requirements of section 53012(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.

3) 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. Diverse workplaces include qualified individuals from groups that have been historically excluded from that workplace.<sup>1</sup>

4) 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 per Title 5, which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

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

5) Equal Employment Opportunity Plan: An "equal employment opportunity plan" is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

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<sup>1</sup> The District adopted a diversity statement that provides a local definition of diversity that supplements this definition. The statement is included as Appendix 6 in this plan.

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6) 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, and actively recruiting, monitoring and taking additional steps consistent with Title 5 regulations and this Plan.

7) a) Ethnic Minorities: "Ethnic minorities" means American Indians or Alaskan Natives (Native Americans), Asians, Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

b) 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, Section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

8) Goals for Persons with Disabilities: "Goals for persons with disabilities" means a statement that the District will strive to attract and hire qualified persons with disabilities, consistent with its commitment to promoting equal employment opportunity and diversity at all levels of the workforce. To the extent Title 5 sets forth specific obligations to foster the representation of qualified disabled individuals in the workplace, "goals for person with disabilities" also means a statement in compliance with those obligations. The term "goals" does not refer to "quotas" or rigid proportions.

9) In-House or Promotional Only Hiring: "In-house or promotional only" hiring means that only existing District regular employees are allowed to apply for a position.

10) Monitored Group: "Monitored Group" means those groups identified in Title 5, Section 53004(b) for which monitoring, and reporting is required pursuant to Title 5, Section 53004(a).

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

12) Projected Representation: "Projected representation" means the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question. In the absence of a determination by the Chancellor, projected representation is given no alternate meaning or application in this Plan.

13) Reasonable Accommodation: "Reasonable accommodation" means the efforts made on the part of the District to allow disabled applicants to access the job application process and allow disabled employees to perform the essential functions of their positions, consistent with the District's legal obligations under the Americans with Disabilities Act and the California Fair Employment and Housing Act. "Reasonable Accommodation" may include the items designated in Title 5, Section 53025.

14) 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,

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traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

15) Significantly Underrepresented Group: "Significantly underrepresented group" means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

16) Target Date: "Target date" means 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.

17) Timetable: "Timetable" means a set of specific annual hiring objectives that will lead to meeting a goal for persons with disabilities by a projected target date.

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**III. Policy Statement**

California Code of Regulations, Title 5, Section 53002

The Board of Trustees of the Cerritos Community College District (“District”), by adoption of this Equal Employment Opportunity Plan, reaffirms its commitment to the principles of equal employment opportunity and implements a comprehensive program to put those principles into practice.

It is the policy<sup>2</sup> of the District to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, on the basis of these perceived characteristics, or on association with a person or group with one or more of these actual or perceived characteristics. The District will strive to maintain a workplace that is welcoming to individuals from all such groups; appreciates the contributions of individuals from diverse backgrounds; and recognizes that diversity and inclusivity foster cooperation, acceptance, democracy, workplace safety, and the free expression of ideas essential to a robust academic community and the preparation of students for success in a global society.

This Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

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<sup>2</sup> See Appendix 2, Board Policy No. 3410, Nondiscrimination, and Board Policy No. 3420, Equal Employment Opportunity, and online: <https://www.cerritos.edu/board/policies/chapter-3--general-institution.htm>.



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**IV. Delegation of Responsibilities, Authority, and Compliance**

California Code of Regulations, Title 5, Sections 53003(c)(1) and 53020

It is the goal of the Cerritos 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.

1. Board of Trustees

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

2. President/Superintendent

The Board of Trustees delegates to the President/Superintendent the responsibility for ongoing implementation of the Plan and for providing campus leadership in managing District resources to ensure the implementation of the District's equal employment opportunity policies and procedures. The President/Superintendent 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 President/Superintendent will evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. Equal Employment Opportunity Officer

The District has designated the Director, Diversity, Compliance, and Title IX Coordinator as its equal employment opportunity officer. This position is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Section VI of this Plan and for ensuring that applicant pools and selection procedures are properly monitored.

4. Diversity Equal Employment Opportunity Advisory Committee

The District will maintain a Diversity Equal Employment Opportunity Advisory Committee (DEEOAC) 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 Diversity Equal Employment Opportunity Advisory Committee will assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5. Agents of the District

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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.

6. Good Faith Effort

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

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**V. Advisory Committee**

California Code of Regulations, Title 5, Section 53005

The District has established a Diversity Equal Employment Opportunity Advisory Committee (“DEEOAC”) to assist the District in implementing the Plan. The DEEOAC is one of the District’s Shared Governance Committees.<sup>3</sup>

The DEEOAC may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The DEEOAC may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The Equal Employment Opportunity Officer will train the DEEOAC members on equal employment compliance and the Plan itself.

The DEEOAC will include a diverse membership whenever possible. A substantial good faith effort, to the extent permitted by law, will be made to maintain a diverse membership. If the District has been unable to meet this expectation, it will document the efforts made to foster diversity on the DEEOAC.

The DEEOAC shall include the following ex officio members: Director, Diversity, Compliance and Title IX Coordinator, and the ADA coordinator (if different than the Director, Diversity, Compliance, and Title IX Coordinator). When appropriate, the DEEOAC will make recommendations to the Vice President of Human Resources/Assistant Superintendent, who will report the recommendations to the Board of Trustee and the President/Superintendent.

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<sup>3</sup> DEEOAC membership and meeting schedule is available online: <https://www.cerritos.edu/hr/eeoac.htm>.

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**VI. Complaints**

California Code of Regulations, Title 5, sections 53003(c)(2), 53026, and 59300 et seq.

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

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints will be signed and dated by the complainant and will contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the District's determination pursuant to Title 5, section 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 District level using the process provided by Title 5, Section 53026<sup>4</sup>.

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.

The complaint will be filed with the Director, Diversity, Compliance, and Title IX Coordinator. If the complaint involves the Director, the complaint may be filed with the Vice President of Human Resources. 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 Director will forward copies of all written complaints to the Chancellor's Office upon receipt.

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

Complaints Alleging Unlawful Discrimination or Harassment (Title 5, Section 59300 et seq.)

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<sup>4</sup> See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: [https://www.cerritos.edu/board/includes/docs/AP/AP\\_3435.pdf](https://www.cerritos.edu/board/includes/docs/AP/AP_3435.pdf).

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The District has adopted procedures for complaints alleging unlawful discrimination or harassment and those procedures are contained in Administrative Procedure 3435<sup>5</sup>.

The Director, Diversity, Compliance, and Title IX Coordinator is responsible for receiving such complaints and for coordinating their investigation.

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<sup>5</sup> See, Appendix 3, and online: [https://www.cerritos.edu/board/\\_includes/docs/AP/AP\\_3435.pdf](https://www.cerritos.edu/board/_includes/docs/AP/AP_3435.pdf).

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**VII. Notification to District Employees**

California Code of Regulations, Title 5, Section 53003(c)(3)

The commitment of the Board of Trustees and the President/Superintendent to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be printed in the District's catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the President/Superintendent, administrators, the President of the Faculty Senate, Union Presidents, and members of the District Diversity Equal Employment Opportunity Advisory Committees. The Plan is available on the District's website: <https://www.cerritos.edu/hr/eoac.htm>, the District will provide all employees with a notice of the Board's Equal Employment Opportunity Policy Statement (located in Section 3 of this Plan) and the link to reach the District's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

- 1) The importance of the employee's participation and responsibility in ensuring the Plan's implementation.
- 2) Hard copies of the Plan are available in the library and in Human Resources.
- 3) The EEO Plan may be accessed online.

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**VIII. Training for Screening/Selection Committees**

California Code of Regulations, Title 5, section 53003(c)(4)

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity; the value of a diverse workforce; and recognizing bias. A person serving on a screening or selection committee must have either completed training or served on a prior screening or selection committee within one year of service, but under no circumstances will more than 24 months pass between the time of service and the person's last training. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees.

The Director, Diversity, Compliance, and Title IX Coordinator is responsible for providing access to the required training. Any individual, who acts on behalf of the District with regard to recruitment and screening of applicants for employment, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

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**IX. Annual Written Notice to Organizations and Community Groups**

California Code of Regulations, Title 5, Section 53003(c)(5)

Human Resources will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying qualified candidates from diverse backgrounds. The notice will 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. Human Resources will maintain a list of organizations that will receive this notice and, the DEEOAC will annually review the list, and may revise the list as necessary (see Appendix 4 for Annual Distribution list).



## **X. Analysis of District Workforce and Applicant Pool**

California Code of Regulations, Title 5, section 53003(c)(6)

The Human Resources Department annually assesses the District's workforce composition and monitors applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan and to provide data needed for the reports required by this Plan.

Monitored groups are men, women, American Indians/Alaskan Natives (Native Americans), Asians, Blacks/African-Americans, Filipinos, Hispanics/Latinos, Pacific Islanders, Whites/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 will be counted in only one ethnic group for reporting purposes. This information is kept confidential and is separated from the applications that are forwarded to the screening/selection committees and hiring administrator(s). The Director, Diversity, Compliance, and Title IX Coordinator will annually prepare a report and present it to the DEEOAC, and post this report on the DEEOAC webpage. The District annually reports to the Chancellor the results of its annual survey of employees.

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) Full-Time Faculty and other Instructional Staff
- 3) Adjunct Faculty
- 4) Professional Non-faculty (may be included with #2 faculty)
- 5) Classified/Confidential Staff

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**XI. Analysis of Underrepresentation and Significant Underrepresentation**

California Code of Regulations, Title 5, section 53003(c)(7)

Although the California Community College State Chancellor's office has stated that this section is not required due to sound data not being available, the District has chosen to analyze the available workforce by data from state and local data sources.

**XII. Methods to Address Underrepresentation**

California Code of Regulations, Title 5, section 53003(c)(8)

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all individuals. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the recruitment and screening/selection process to allow for the hiring of candidates with varied backgrounds, experiences, and skills who can contribute to and effectively communicate in a diverse community. . The Vice President of Human Resources or designee and the Diversity Equal Employment Opportunity Advisory Committee will routinely review the screening/selection process to identify and remove barriers to address such underrepresentation.

At such a time that the State Chancellor's Office provides workforce availability data, referenced in title 5 section 53003(c)(7) the District will revise this component of the Plan.

**XIII. Additional Steps to Remedy Significant Underrepresentation**

California Code of Regulations, Title 5, section 53003(c)(9) and 53006

Availability data is not available, and accordingly, the State Chancellor's Office has stated that districts are not responsible for completing Components XI, XII, or XIII of the Plan.

In the meantime, should the District identify particular monitored groups that are underrepresented with respect to one or more job categories, the District will develop steps in consultation with Human Resources and the Diversity Equal Employment Opportunity Advisory Committee to address such underrepresentation. Such strategies may include but are not limited to: reviewing the District's recruitment procedures, effectiveness of advertising and recruitment efforts, and or review the job announcements for the specified job categories and make recommendations on modifications that would address the underrepresentation.

At such a time that the State Chancellor's Office provides workforce availability data, the District will revise this component of the Plan.

**XIV. Other Measures Necessary to Further Equal Employment Opportunity**

California Code of Regulations, Title 5, Section 53003(c)(10)

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity, the development of a diverse workforce, and the creation of an

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inclusive, equitable and fair working and learning environment. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, and free expression of ideas and is welcoming to everyone regardless of their gender, ability, or other protected class status. The District shall take concrete steps to promote equal opportunity, workplace diversity, and an inclusive work environment.

To take concrete steps to monitor its progress in these areas, the District developed the 2020 Diversity Action Plan (Appendix 5). The Diversity Action Plan includes action-oriented goals and activities in four goal areas: policy and procedures, training and development, data literacy, and equity, and diversity, and inclusion communications. For each area, deadlines and positions of responsibility are outlined. The Vice President of Human Resources or designee shall monitor the progress of the plan. DEEOAC may identify and recommend additional measures in close consultation with the Vice President of Human Resources or designee.

**XV. Reasonable Accommodations for Hiring Persons with Disabilities**

California Code of Regulations, Title 5, Sections 53003(d) and 53025

Applicants and employees with disabilities will receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940 (m); and § 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) as amended.

All job announcements will provide persons with disabilities information on how to request accommodation in the selection process. All job announcements shall be reviewed to ensure that, if they include a statement of the physical demands of the position, the demands are job related and include a statement that inability to perform the physical demands of the position due to a disability will be reasonably accommodated. Selection Process Monitors will be trained to support selection committees in ensuring that persons with disabilities receive appropriate accommodation in the selection process.

It is the goal of the District to ensure that all applicants and employees with disabilities receive reasonable accommodations through the District's processes. The District welcomes applicants and employees with disabilities.

**XVI. Graduate Assumption of Loans Program for Education**

Education Code section 87106

The District will take into account system-wide strategies developed by the Board of Governors to encourage community college students to become qualified for, and seek employment as community college employees. The District will consider strategies to inform students about the opportunity to participate in the Graduate Assumption of Loans Program for Education when that program is funded and available.

**XVII. Progress in Achieving Full-Time to Part-Time Faculty Ratio**

Education Code section 87102(a)

The District will continue to make progress toward achieving the goal of having 75% of instruction taught by full-time faculty as described in Education Code section 87482.6. Required progress is monitored annually through analysis and reporting required by Title 5, section 51025. The District will monitor employment of adjunct faculty in the categories of men, women, ethnic group identification, and disability to ensure that its employment practices are equitable and fair.

# **Appendix 1: BP/AP 3410 Non-Discrimination Policy**

**General Institution**

**1 BP 3410 NONDISCRIMINATION**

**2 References:**

- 3 Education Code, Sections 66250 et seq., 72010 et seq., and 87100 et seq.;
- 4 Title 5, Sections 53000 et seq. and 59300 et seq.;
- 5 Penal Code, Section 422.55;
- 6 Government Code, Sections 12926.1 and 12940 et seq.;
- 7 Title 2 Sections 10500 et seq.;
- 8 ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation
- 9 Standard Catalog Requirements (*formerly Accreditation Standard II.B.2.c*)

10 The District is committed to equal opportunity in educational programs, employment, and  
11 all access to institutional programs and activities.

12 The District, and each individual who represents the District, shall provide access to its  
13 services, classes, and programs in such a way that does not differ on the basis of ~~to~~  
14 national origin, religion, age, gender, gender identity, gender expression, race or ethnicity,  
15 color, medical condition, genetic information, ancestry, sexual orientation, marital status,  
16 physical or mental disability, pregnancy, or military and veteran status, or because he or  
17 she is perceived to have one or more of the foregoing characteristics, or based on  
18 association with a person or group with one or more of these actual or perceived  
19 characteristics.

20 The President/Superintendent shall establish administrative procedures that ensure all  
21 members of the College community can present complaints regarding alleged violations  
22 of this policy and have their complaints heard in accordance with the Title 5 regulations  
23 and those of other agencies that administer state and federal laws regarding  
24 nondiscrimination.

25 No District funds shall ever be used for membership, or for any participation involving  
26 financial payment or contribution on behalf of the District or any individual employed by  
27 or associated with it, to any private organization whose membership practices are  
28 discriminatory on the basis of national origin, religion, age, gender, gender identity,  
29 gender expression, race, color, medical condition, genetic information, ancestry, sexual  
30 orientation, marital status, physical or mental disability, pregnancy, or military and veteran  
31 status, or because he or she is perceived to have one or more of the foregoing  
32 characteristics, or because of his or her association with a person or group with one or  
33 more of these actual or perceived characteristics.

34 Information regarding who to contact to file a complaint is included in AP 3410 titled  
35 Nondiscrimination.



36 Office of Primary Responsibility: Vice President, Human Resources

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**Date Adopted: November 7, 2007**

**Dates Revised: December 10, 2008; October 24, 2012; August 26, 2013; April 29, 2014; April 3, 2019**

**Date Reviewed: April 3, 2019**

*(Replaces former Cerritos College Policy 3029)*

**General Institution**

**1 AP 3410 NONDISCRIMINATION**

**2 References:**

3 Education Code, Sections 200 et seq., 66250 et seq., and 72010 et seq.;

4 Penal Code, Sections 422.55 et seq.;

5 Title 5, Sections 59300 et seq.;

6 ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation

7 Standard Catalog Requirements (*formerly Accreditation Standard II.B.2.c*)

8 The District shall provide access to its services, facilities, classes, activities, and programs  
9 in such a way that does not differ on the basis of national origin, religion, age, gender,  
10 gender identity, gender expression, race or ethnicity, color, medical condition, genetic  
11 information, ancestry, sexual orientation, marital status, physical or mental disability,  
12 pregnancy, or because he or she is perceived to have one or more of the foregoing  
13 characteristics, or based on association with a person or group with one or more of these  
14 actual or perceived characteristics.

15 All courses, including noncredit classes, shall be conducted in such a way that does not  
16 differ on the basis of the gender of the student enrolled in the classes. As defined in the  
17 Penal Code, "gender" means sex, and includes a person's gender identity and gender  
18 expression. "Gender expression" means a person's gender-related appearance and  
19 behavior whether or not stereotypically associated with the person's assigned sex at birth.

20 The District shall not prohibit any student from enrolling in any class or course on the  
21 basis of gender.

22 Academic staff, including but not limited to counselors, instructors, and administrators,  
23 shall not offer program guidance to students which differs on the basis of gender.

24 Insofar as practicable, the District shall offer opportunities for participation in athletics  
25 equally to male and female students.

26 Complaints regarding discrimination in programs and services will be directed to the Vice  
27 President of Human Resources or designee for processing pursuant to appropriate state  
28 and federal laws and regulations.

29

30 **Employment**

31 **References:**

- 32 Education Code, Sections 87100 et seq.;
- 33 Title 5, Sections 53000 et seq.;
- 34 Government Code, Sections 11135 et seq. and 12940 et seq.
- 35 Title 2 Sections 10500 et seq.

36 The District shall provide equal employment opportunities to all applicants and employees  
37 without regard to national origin, religion, age, sex, gender, gender identity, gender  
38 expression, race, color, medical condition, genetic information, ancestry, sexual  
39 orientation, marital status, physical or mental disability, military and veteran status, or  
40 because he or she is perceived to have one or more of the foregoing characteristics, or  
41 based on association with a person or group with one or more of these actual or perceived  
42 characteristics.

43 All employment decisions, including but not limited to hiring, retention, assignment,  
44 transfer, evaluation, dismissal, compensation, and advancement for all position  
45 classifications shall be based on job-related criteria as well as be responsive to the  
46 District's needs.

47 Complaints regarding discrimination in employment will be directed to the Vice President  
48 of Human Resources or designee for processing pursuant to appropriate state and federal  
49 laws and regulations.

50 It is unlawful to discriminate against a person who serves in an unpaid internship or any  
51 other limited-duration program to provide unpaid work experience in the selection,  
52 termination, training, or other terms and treatment of that person on any the basis of their  
53 race, religious creed, color, national origin, ancestry, physical disability, mental disability,  
54 medical condition, genetic information, marital status, sex, gender, gender identity,  
55 gender expression, age, sexual orientation, or military and veteran status.

56 Office of Primary Responsibility: Vice President, Human Resources

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**Date Approved:** November 26, 2007  
**Dates Revised:** December 10, 2008; August 27, 2012; August 26, 2013; April  
29, 2014; November 19, 2018  
**Date Reviewed:** January 16, 2019

## **Appendix 2: BP/AP 3420 Equal Employment Opportunity**

**General Institution**

1 **BP 3420 EQUAL EMPLOYMENT OPPORTUNITY**

2 **References:**

3 Education Code, Sections 87100 et seq.;

4 Title 5, Sections 53000 et seq.;

5 ACCJC Accreditation Standard III.A.11

6 The Board of Trustees supports the intent set forth by the California Legislature to assure  
7 that effort is made to build a community in which opportunity is equalized and community  
8 colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide  
9 variety of backgrounds. It supports diversity in the academic environment which fosters  
10 cultural awareness, mutual understanding, respect, harmony, and suitable role models  
11 for students. The Board of Trustees will continuously promote equal employment through  
12 the District's Equal Employment Opportunity (EEO) Plan and its equal employment  
13 opportunity and educational programs.

14 The District's Diversity and Equal Employment Opportunity Advisory Committee  
15 (DEEOAC) will develop the District's EEO Plan under the direction of the  
16 President/Superintendent, and with input from all college constituent groups, for review  
17 and adoption by the Board of Trustees. This plan shall comply with the Education Code  
18 and Title 5 requirements that are from time to time modified or clarified by judicial  
19 interpretation. This plan shall be completed no later than the date specified by the state  
20 Chancellor's Office.

21 Office of Primary Responsibility: Vice President, Human Resources

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**Date Adopted: February 2, 2011**

**Date Reviewed: January 16, 2019**

*(Replaces former Cerritos College Policy 7033)*

**General Institution**

1 **AP 3420 EQUAL EMPLOYMENT OPPORTUNITY**

2 **References:**

- 3 Education Code, Sections 87100 et seq.;
- 4 Title 5, Sections 53000 et seq. and Sections 59320 et seq.;
- 5 ACCJC Accreditation Standard III.A.11

6 **Equal Employment Opportunity (EEO) Plan**

7 The District's Diversity and Equal Employment Opportunity Advisory Committee  
8 (DEEOAC) will develop the District's EEO Plan under the direction of the  
9 President/Superintendent and with input from all college constituent groups. The  
10 District shall develop the EEO Plan no later than the date specified by the state  
11 Chancellor's Office.

12 The District's EEO Plan will be a written document which describes the District's EEO  
13 program. The EEO Plan shall comply with Title 5 requirements and shall include:

- 14 • the District's Employment Selection Procedures developed in accordance with  
15 BP 2510 titled Participation in Local Decision-Making;
- 16 • the procedure for filing complaints and the person with whom such complaints  
17 are to be filed;
- 18 • a process for notifying all District employees of the provisions of the plan and the  
19 policy statement required;
- 20 • a Diversity Plan
- 21 • annual reporting requirements;
- 22 • the District's program for the promotion of workforce diversity; and
- 23 • additional steps that address Title 5 requirements.

24 The plan shall be a public record.

25 The District will make a continuous good faith effort to comply with the requirements of  
26 the plan.

27 **Annual Reporting**

28 An annual demographic report shall be provided to the state Chancellor's Office on the  
29 results of the District's annual survey of employees, which meets Title 5 requirements.  
30 An annual report on the status of diversity in District Employment Selection Procedures  
31 will be prepared and presented to the DEEOAC, the Board of Trustees and the state  
32 Chancellor's Office.

33 Districts shall review the annually collected demographic data to determine if significant  
34 underrepresentation of a monitored group may be the result of non-job-related factors in  
35 the employment process. For the purposes of this subdivision, the phases of the  
36 employment process include but are not limited to recruitment, hiring, retention and  
37 promotion. The information to be reviewed shall include, but need not be limited to:

- 38 • longitudinal analysis of data regarding job applicants to identify whether over  
39 multiple job searches, a monitored group is disproportionately failing to move  
40 from the initial applicant pool, to the qualified applicant pool; and
- 41 • analysis of data regarding potential job applicants, to the extent provided by the  
42 State Chancellor, which may indicate significant underrepresentation of a  
43 monitored group.

#### 44 **Diversity and Equal Employment Opportunity Advisory Committee**

45 The District shall establish and maintain a Diversity and Equal Employment Opportunity  
46 Advisory Committee (DEEOAC) which will include a diverse membership and represent  
47 all college constituent groups. The responsibilities of the Committee will include but not  
48 be limited to the following:

- 49 • receive training in all of the following: applicable Title 5 regulations and of state  
50 and federal nondiscrimination laws; the educational benefits of workforce  
51 diversity, the identification and elimination of bias in hiring decisions; and the role  
52 of the advisory committee in carrying out of the District's EEO Plan;
- 53 • review and advise on employment election procedures, selection committee and  
54 process monitor training, recruitment efforts, and processes that impact the  
55 District's ability to attract and retain a diverse faculty and staff;
- 56 • recommend special training or staff development needs, including sexual  
57 harassment training, to the President/Superintendent;
- 58 • review the EEO Plan and programs, and monitor their implementation;
- 59 • recommend changes needed in the EEO Plan and programs; and
- 60 • review the annual written report to the President/Superintendent, the Board of  
61 Trustees and the state Chancellor's Office, and analyze any pertinent data.

#### 62 **Employment Procedures**

##### 63 **Identification of Positions – Recruitment and Hiring**

64 The District's Educational Master Plan and this Administrative Procedure, which will be  
65 included in the District's EEO Plan, will guide the identification of positions that the  
66 District will fill in any fiscal year.

##### 67 **Identification of Management Positions to be Filled**

##### 68 ***Recruitment for a Vacated Position***

69 When a management position is vacated, the manager who supervises the position  
70 analyzes the needs of the division/area supervised by the vacated position, the  
71 division/area plan, and the Educational Master Plan. If the supervising manager  
72 determines that there is a need to continue the position, the manager will complete an  
73 Employment Request Form and a brief justification for the need to continue the position,

74 and submit to the appropriate Vice President. The Executive Council will then review  
75 the request and determine whether the position will be filled and the timing for the  
76 recruitment.

77

78 ***Recruitment for a New Management Position***

79 1. When a supervising manager or administrator (President/Vice President)  
80 determines that there is a need for a new management position to manage a  
81 division/area/program, the supervising manager or administrator will write a  
82 justification for the position that will be presented to Executive Council for review.  
83 The justification should include: a budget analysis indicating the cost and  
84 funding source(s) for the position, an analysis of the need in the  
85 division/area/program that requires the management position, and the goals and  
86 objectives of the Educational Master Plan that will be enhanced, realized or  
87 advanced by the management position. The justification for the position may be  
88 presented as part of a unit/division plan or a direct request to Executive Council,  
89 if the need for the position emerges outside of the timing for the regular planning  
90 process.

91 2. If Executive Council determines that the new management position proposed by  
92 the unit/division plan, supervising manager, or administrator is consistent with the  
93 District's Educational Master Plan's goals and objectives and is fiscally feasible, it  
94 will direct the supervising manager or administrator to prepare a proposed job  
95 description for review by Human Resources. After review, Human Resources will  
96 place the proposed job description and justification on the Board Agenda with  
97 consultation from the appropriate manager or administrator. Upon Board  
98 approval, Executive Council will direct the timing of the recruitment for the  
99 position.

100 3. The District may apply for a grant which provides funding for a new management  
101 position for the grant funds/program. In this case, the job description will be  
102 developed in the grant application process in collaboration with Human  
103 Resources. Upon receipt of grant funding, a job description will be placed on the  
104 Board Agenda for approval. The recruitment for this position will indicate that  
105 continued employment is contingent on continued grant and/or alternate funding.

106 **Identification of Full-Time Faculty Positions to be Filled**

107 ***Recruitment for Full-Time Faculty Positions***

108 1. During the Fall semester of each year, the District determines the District's full-  
109 time faculty recruitments for that academic year. The procedure is guided by the  
110 Educational Master Planning process.

- 111 • Each Fall semester, as part of the Program Review Planning process,  
112 department chairs will indicate new hire requests in Program Review Plus.
- 113 • The following Spring, faculty and managers who have indicated a new hire  
114 request as part of Program Review Plus fill out and submit a faculty position  
115 request form to the Faculty Hiring Prioritization (FHP) Committee, using



- 116 relevant data and a narrative justifying the need for a fulltime position.  
117 Department chairs and managers will work together to submit the request for  
118 new faculty. Divisions will not rank faculty requests.
- 119 • A list of all faculty requests will be forwarded to the Faculty Senate by the co-  
120 chairs of the FHP Committee.
  - 121 • Requests for new faculty not submitted through Program Review Plus are not  
122 eligible for ranking by the FHP Committee, no exceptions.
  - 123 • Early in the Fall semester, the Faculty Hiring Prioritization Committee will  
124 review and evaluate the requests based on the specified criteria (See New  
125 Faculty Request Form and Directions).
  - 126 • All faculty requests will be ranked, regardless of how many positions may be  
127 available.
  - 128 • New faculty requests will be ranked using the FHP Norming Model.
  - 129 • In addition to the norming model, the FHP Committee members will score  
130 qualitative questions. Scores from the qualitative forms will be averaged and  
131 added to the Norming Model scores to create the prioritized list for  
132 recommendation.
  - 133 • The prioritization list will be forwarded to the Executive Council for action. The  
134 list will also be forwarded as an information item only to the Faculty Senate  
135 and Planning and Budget Committee.
  - 136 • The Executive Council considers the FHP Committee Faculty Priority List, the  
137 District's budget, the District's Faculty Obligation Number (FON), current  
138 staffing, and the Educational Master Plan goals and objectives to finalize the  
139 full-time faculty positions on the list in the recommended order for which the  
140 District will begin recruiting.
  - 141 • The President/Superintendent acts on the Executive Council's  
142 recommendations and forwards positions to the District as appropriate.  
143 Should the President/Superintendent override any of the ranked positions, he  
144 or she must present a written explanation of that decision to the FHP  
145 Committee, Faculty Senate, and Planning and Budget.

#### 146 **Identification of Classified/Confidential Position to be Filled**

##### 147 ***Recruitment for a Vacated Classified/Confidential Position***

- 148 1. When a classified/confidential position is vacated, the manager who supervises  
149 the position must, at a minimum, analyze: (1) the needs of the division/area in  
150 which the vacancy occurs, (2) the budget for the division/area, (3) the  
151 division/unit plans and (4) the Educational Master Plan. If the supervising  
152 manager determines that there is a need to continue the position, he/she will  
153 submit an Employment Request Form and a brief justification for the need to  
154 continue the position to the appropriate Vice President or  
155 President/Superintendent.
  
- 156 2. The Vice President or President/Superintendent will prioritize all requests to fill  
157 vacated classified/confidential positions in his/her area. The prioritized list and  
158 justification will be presented to Executive Council.

159 3. Executive Council will review the requests and the prioritized lists of positions to  
160 determine if a position will be filled, if an in-house recruitment is appropriate and  
161 the timing for any approved recruitments.

162 ***Recruitment for a New Classified/Confidential Position***

163 When a unit/division identifies the need for additional classified/confidential staff through  
164 the program review and/or unit planning processes, the justification for the position must  
165 be included in the unit and/or division plan. The request will be prioritized through the  
166 planning process and resources identified to support the position. The division/area will  
167 be notified of the allocation and the supervising manager will complete an Employment  
168 Request Form to initiate recruitment.

169 **Job Descriptions**

170 Every job description will provide a general statement of job duties and responsibilities.  
171 Job descriptions will be accessible to all applicants.

172 Job descriptions will contain minimum qualifications for the position.

- 173 • Minimum qualifications for faculty shall, at least, comply with State minimum  
174 qualifications and any Board approved local standards.
- 175 • Minimum qualifications for management positions shall comply with mandates of  
176 the Education Code and any Board approved standards.

177 Job descriptions will contain a statement of bona fide essential functions.

178 **Recruitment**

179 The District will follow the recruitment procedures contained in the District's  
180 Employment Selection Procedures within the District's EEO Plan.

181 The application for employment will afford each applicant an opportunity to identify  
182 himself/herself voluntarily as to gender, ethnicity and, if applicable, his/her disability.  
183 This information will be maintained in confidence and will be used only for research,  
184 validation, monitoring, evaluation of the effectiveness of the EEO Plan, or as authorized  
185 by law.

186 The District shall maintain records of the diversity at designated stages of the  
187 recruitment as specified in Title 5 regulations and the District's EEO Plan. The District  
188 will use this information to inform its recruitment and selection programs.

189 **Screening and Selection**

190 The District shall follow mandates of the Education Code, Title 5 regulations, the  
191 District's EEO Plan and the District's Employment Selection Procedures in employment  
192 of all faculty and staff.

193 **Delegation of Authority**

194 The District has designated the Director of Diversity, Compliance, and Title IX  
195 Coordinator with overseeing the day-to-day implementation of the EEO Plan and its

196 programs and with the implementation of AP 3435 titled Discrimination and Harassment  
197 Investigations.

198 **Complaint Procedure**

199 The District will follow AP 3435 titled Discrimination and Harassment Investigations in  
200 addressing such complaints in the employment process.

201 **Job Announcements**

202 All job announcements will contain a statement in substantially the following form: The  
203 District is an equal opportunity employer. The District is strongly committed to achieving  
204 staff diversity and the principles of equal opportunity employment. The District  
205 encourages a diverse pool of applicants and does not discriminate on the basis of race,  
206 color, national origin, ancestry, sex or gender, gender identify, sexual orientation, age,  
207 religion, marital status, disability, medical conditions, or status as a Vietnam-era veteran  
208 in any of its employment policies, practices, or procedures.

209 **Dissemination and Revision of the EEO Plan**

210 All managers will be given copies of the EEO Plan and any updates or revisions that  
211 may occur over time. The EEO Plan will be accessible to the campus community  
212 online. The EEO Plan will be provided to the Faculty Senate and the exclusive  
213 representatives of any units of employees.

214 Statements of nondiscrimination will be posted in the Human Resources Office, on its  
215 web page and distributed to employees annually.

216 The EEO Plan shall be reviewed at least every three years and, if necessary, revised  
217 and submitted to the state Chancellor's Office within 90 days of the effective date of the  
218 revision or amendment(s). If the Chancellor determines that a district's policies are not  
219 in compliance with Title 5, the Chancellor may require the District to modify its policies.

220 **Accountability and Corrective Action**

221 The District shall certify annually to the State Chancellor that they have timely:

- 222 • Recorded, reviewed and reported the data required regarding qualified applicant  
223 pools;
- 224 • Reviewed and updated, as needed, the Strategies Component of the district's  
225 EEO Plan; and
- 226 • Investigated and appropriately responded to formal harassment or discrimination  
227 complaints filed pursuant to subchapter 5 (commencing with section 59300) of  
228 chapter 10 of this division.

229 Office of Primary Responsibility: Vice President, Human Resources

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**Date Approved: January 31, 2011**  
**Date Revised: December 10, 2018**  
**Date Reviewed: January 16, 2019**

## **Appendix 3: AP 3435 Discrimination and Harassment Investigations**

**General Institution**

**1 AP 3435 DISCRIMINATION AND HARASSMENT INVESTIGATIONS**

**2 References:**

- 3 Education Code, Section 66281.5;
- 4 Government Code, Section 12950.1;
- 5 Title 5, Sections 59320, 59324, 59326, 59328, and 59300 et seq.;
- 6 34 C.F.R., Section 106.8(b)

7 The District is committed to providing an academic and work environment that respects  
8 the dignity of individuals and groups. All forms of harassment are contrary to basic  
9 standards of conduct between individuals and are prohibited by state and federal law, as  
10 well as this procedure, and will not be tolerated.

11 These complaint procedures apply to complaints alleging discrimination, harassment, or  
12 retaliation on the basis of national origin, religion, age, gender, gender identity, gender  
13 expression, race or ethnicity, color, medical condition, genetic information, ancestry,  
14 sexual orientation, marital status, physical or mental disability, pregnancy, or military and  
15 veteran status, or because an individual is perceived to have one or more of the foregoing  
16 characteristics, or based on association with a person or group with one or more of these  
17 actual or perceived characteristics. See also Board Policy and Administrative Procedure  
18 3410 titled Nondiscrimination and Administrative Procedure 3430 titled Prohibition of  
19 Harassment.

20 **Filing a Timely Complaint:** Since failure to report discrimination, including harassment,  
21 impedes the District's ability to stop the behavior, the District strongly encourages anyone  
22 who believes he or she has been or is being harassed or discriminated against to file a  
23 complaint. The District also strongly encourages the filing of such complaints within thirty  
24 (30) days of the alleged incident. While all complaints are taken seriously and will be  
25 reviewed, assessed, and investigated promptly as appropriate, delay in filing impedes the  
26 District's ability to investigate and remediate.

27 All managers have a mandatory duty to report incidents of harassment and discrimination;  
28 the existence of a hostile, offensive or intimidating work environment; and acts of  
29 retaliation.

30 The District will investigate complaints involving acts that occur off campus if they are  
31 related to an academic or work activity.

32 **Communicating that the Conduct is Unwelcome:** The District further encourages  
33 students and employees who believe they are being subjected to harassment to let the

34 offending person know immediately and firmly that the conduct or behavior is unwelcome,  
35 offensive, in poor taste and/or inappropriate.

36 **Oversight of Complaint Procedure:** The Vice President of Human Resources is the  
37 "responsible District officer" charged with receiving complaints of discrimination, including  
38 harassment, and coordinating their investigation.

39 The actual investigation of complaints may be assigned by the Vice President of Human  
40 Resources to other staff or to outside persons or organizations under contract with the  
41 District. This shall occur whenever the Vice President of Human Resources is named in  
42 the complaint or implicated by the allegations in the complaint.

43 **Who May File a Complaint:** Any student, employee, or third party who believes he/she  
44 or any individual has been discriminated against or harassed by a student, employee, or  
45 third party in violation of this procedure and the related policy.

46 **Where to File a Complaint:** A student, employee, or third party who believes he/she or  
47 any individual has been discriminated against or harassed in violation of this policy and  
48 these procedures, or that a student has been subjected to discrimination, including  
49 harassment, or who has witnessed or has knowledge of such discrimination, may make  
50 a complaint orally or in writing, within one year of the date of the alleged harassment or  
51 the date on which the complainant knew or should have known of the facts underlying the  
52 complaint. In accordance with timeline mandates, complaints filed after one year will be  
53 accepted and addressed as applicable, however, delays in filing impedes the District's  
54 ability to investigate and remediate promptly.

55 If a complainant decides to file a formal written unlawful discrimination or harassment  
56 complaint against the District, he/she may file the complaint on a form prescribed by the  
57 State Chancellor's Office. These approved forms are available from the Vice President  
58 of Human Resources and at the following URL:  
59 <http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx>

60 The completed form must be filed with any of the following:

- 61 • the Vice President of Human Resources;
- 62 • the Vice President of Student Services
- 63 • the President's Office; and/or
- 64 • the State Chancellor's Office.

65 Employee complainants shall be notified that they may file employment discrimination  
66 complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the  
67 Department of Fair Employment and Housing (DFEH).

68 Complaints filed with the EEOC and/or the DFEH should be forwarded to the State  
69 Chancellor's Office.

70 Any District employee who receives an alleged harassment or discrimination complaint  
71 shall notify the Vice President of Human Resources immediately.

72 The District prohibits all forms of discrimination, intimidation, or harassment against any  
73 individual who files or otherwise participates in the filing or investigation of a complaint of  
74 discrimination. Persons who believe they have been subjected to retaliation may file a  
75 complaint under these procedures.

76 **Intake and Processing of the Complaint:** Upon receiving notification of an alleged  
77 harassment or discrimination complaint, the Vice President of Human Resources and/or  
78 designee shall:

- 79 • Undertake efforts to informally resolve the charges, including but not limited to  
80 mediation, rearrangement of work/academic schedules; obtaining apologies;  
81 providing informal counseling and/or training, etc.
- 82 • Advise the complainant that he/she need not participate in an informal resolution  
83 of the complaint, as described above, and has the right to end the informal  
84 resolution process at any time. Mediation is not appropriate for resolving incidents  
85 involving sexual violence.
- 86 • Advise complainants that he/she may file a complaint with the Office of Civil Rights  
87 (OCR) of the U.S. Department of Education and employee complainants may file  
88 a complaint with the California Department of Fair Employment and Housing. All  
89 complainants should be advised that they have a right to file a complaint with local  
90 law enforcement. They also should be advised of their option to be accompanied  
91 by a support person throughout the process. The District must respond even if the  
92 complainant files a complaint with local law enforcement. In addition, the District  
93 should ensure that complainants are aware of any available resources, such as  
94 counseling, health, and mental health services. The Vice President of Human  
95 Resources or designee shall also notify the State Chancellor's Office of the  
96 complaint when required by law.
- 97 • Take interim steps to protect a complainant from coming into contact with an  
98 accused individual, especially if the complainant is a victim of sexual violence. The  
99 Vice President of Human Resources should notify the complainant of his or her  
100 options to avoid contact with the accused individual and allow students to change  
101 academic situations as appropriate. For instance, the District may prohibit the  
102 accused individual from having any contact with the complainant pending the  
103 results of the investigation. When taking steps to separate the complainant and  
104 accused individual, the District shall minimize the burden on the complainant. For  
105 example, it is not appropriate to remove complainants from classes or housing  
106 while allowing accused individuals to remain.
- 107 • Authorize the investigation of the complaint, and supervise and/or conduct a  
108 thorough, prompt and impartial investigation of the complaint, as set forth below.  
109 When complainants opt for informal resolution, the Vice President of Human  
110 Resources or designee will determine whether further investigation is necessary  
111 to ensure resolution of the matter and utilize the investigation process outlined  
112 below as appropriate. In the case of a formal complaint, the investigation will  
113 include interviews with the complainant, the accused, and any other persons who

114 may have relevant knowledge concerning the complaint. This may include victims  
115 of similar conduct.

- 116 • Review the factual information gathered through the investigation to determine  
117 whether the alleged conduct constitutes harassment, or other unlawful  
118 discriminatory conduct, giving consideration to all factual information and the  
119 totality of the circumstances, including the nature of the verbal, physical, visual, or  
120 sexual conduct, and the context in which the alleged incidents occurred.
- 121 • Set forth the results of the investigation in a written report. The written report shall  
122 include an explanation of the District’s investigative process, a description of the  
123 circumstances giving rise to the complaint, a summary of the testimony of each  
124 witness, an analysis of any relevant data or other evidence collected during the  
125 investigation, a specific finding as to whether the preponderance of the evidence  
126 establishes that discrimination did or did not occur with respect to each allegation  
127 in the complaint and the reasons for that finding, a description of actions the District  
128 will take to prevent similar conduct, the proposed resolution of the complaint, the  
129 complainant’s right to appeal to the District’s Board of Trustees, and if the  
130 complainant is a student, the right to appeal to the State Chancellor. If the  
131 complainant is an employee, the report shall include the right to file an  
132 administrative complaint with the Department of Fair Employment and Housing.  
133 The report may contain any other appropriate information
- 134 • Provide the complainant and accused with a copy or summary of the investigative  
135 report within ninety (90) days from the date the District received the complaint.  
136 The complainant and accused shall also be provided with a written notice setting  
137 forth the determination of the President/Superintendent or designee as to whether  
138 harassment or other discriminatory conduct did or did not occur with respect to  
139 each allegation in the complaint; a description of action taken, if any, to prevent  
140 similar problems from occurring in the future; the proposed resolution of the  
141 complaint; and notice of the parties’ rights to appeal to the Board of Trustees and  
142 the State Chancellor’s Office. The results of the investigation and the  
143 determination as to whether harassment or other discriminatory conduct occurred  
144 shall also be reported to the accused, and the appropriate academic or  
145 administrative official(s). Reports to the complainant shall be prepared so as not  
146 to violate any applicable privacy rights of the accused.

147 **Investigation of the Complaint:** The District shall promptly investigate every complaint  
148 of harassment or discrimination. No claim of workplace or academic harassment or  
149 discrimination shall remain unexamined. This includes complaints involving activities that  
150 occur off campus and in connection with all of the academic, educational, extracurricular,  
151 athletic, and other programs of the District, whether those programs take place in the  
152 District’s facilities, on a District bus, or at a class or training program sponsored by the  
153 District at another location.

154 As set forth above, where the complainant opts for an informal resolution, the Vice  
155 President of Human Resources may limit the scope of the investigation, as appropriate.  
156 The District will keep the investigation confidential to the extent possible, but cannot  
157 guarantee absolute confidentiality because release of some information on a “need-to-



158 know-basis” is essential to a thorough investigation. When determining whether to  
159 maintain confidentiality, the District may weigh the request for confidentiality against the  
160 following factors: the seriousness of the alleged harassment; the complainant’s age;  
161 whether there have been other harassment complaints about the same individual; and  
162 the accused individual’s rights to receive information about the allegations if the  
163 information is maintained by the District as an “education record” under the Family  
164 Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code  
165 Federal Regulations Part 99.15. The District will inform the complainant if it cannot  
166 maintain confidentiality.

167 **Investigation Steps:** The District will fairly and objectively investigate harassment and  
168 discrimination complaints. Employees designated to serve as investigators under this  
169 policy shall have adequate training on what constitutes sexual harassment, including  
170 sexual violence, and/or the form of discrimination alleged in the complaint, and on how  
171 the District’s grievance procedures operate. The investigator may not have any real or  
172 perceived conflicts of interest and must be able to investigate the allegations impartially.

173 Investigators will use the following steps: interviewing the complainant(s); interviewing  
174 the person who was the subject of the discrimination if different; interviewing the accused  
175 individual(s); interviewing anyone who witnessed the reported discrimination; interviewing  
176 individuals identified as having relevant information; identifying and interviewing  
177 witnesses and evidence identified by each party; identifying and interviewing any other  
178 witnesses, if needed; reminding all individuals interviewed of the District’s no-retaliation  
179 policy; considering whether any involved person should be removed from the campus  
180 pending completion of the investigation; reviewing any records, notes, memoranda,  
181 correspondence, or statements related to the discrimination complaint, and  
182 personnel/academic files of all involved parties; reaching a conclusion as to the  
183 allegations and any appropriate disciplinary and remedial action; and seeing that all  
184 recommended action is carried out in a timely fashion. When the District evaluates the  
185 complaint, it shall do so using a preponderance of the evidence standard. Thus, after  
186 considering all the evidence it has gathered, the District will decide whether it is more  
187 likely than not that discrimination or harassment has occurred.

188 **Timeline for Completion:** The District will undertake its investigation as promptly and  
189 swiftly as possible. To that end, the investigator shall complete the above steps, and  
190 prepare a written report within sixty (60) to ninety (90) days of the District receiving the  
191 complaint.

192 **Cooperation Encouraged:** All employees and students are expected to cooperate with  
193 a District investigation into allegations of harassment or discrimination. Lack of  
194 cooperation impedes the ability of the District to investigate thoroughly and respond  
195 effectively. However, lack of cooperation by a complainant or witnesses does not relieve  
196 the District of its obligation to investigate. The District will conduct an investigation if it  
197 discovered that harassment or any other form of discrimination is, or may be occurring,  
198 with or without the cooperation of the alleged victim(s) and regardless of whether a  
199 complaint is filed.

200 **Discipline and Corrective Action**

201 If harassment, discrimination and/or retaliation occurred in violation of Board Policy or this  
202 procedure, the District shall take disciplinary action against the accused and will take  
203 steps to stop the discrimination, prevent recurrence, and remedy discriminatory effects  
204 on the complainant and others, if appropriate. The action will be prompt, effective, and  
205 commensurate with the severity of the offense. Remedies for the complainant might  
206 include, but are not limited to:

- 207 • providing an escort to ensure that the complainant can move safely between  
208 classes and activities;
- 209 • ensuring that the complainant and alleged perpetrator do not attend the same  
210 classes or work in the same work area;
- 211 • preventing offending third parties from entering campus;
- 212 • providing counseling services;
- 213 • providing medical services;
- 214 • providing academic support services, such as tutoring;
- 215 • arranging for a student complainant to re-take a course or withdraw from a class  
216 without penalty, including ensuring that any changes do not adversely affect the  
217 complainant's academic record;
- 218 • reviewing any disciplinary actions taken against the complainant to see if there is  
219 a causal connection between the harassment and the misconduct that may have  
220 resulted in the complainant being disciplined;
- 221 • providing any services denied as a result of discrimination; and
- 222 • reviewing a grade awarded as a result of discrimination.

223 If discipline is imposed, the nature of the discipline will not be communicated to the  
224 complainant. However, the District may disclose information about the sanction imposed  
225 on an individual who was found to have engaged in harassment or other discrimination  
226 when the sanction directly relates to the complainant; for example, the District may inform  
227 the complainant that the harasser must stay away from the complainant.

228 Disciplinary actions against employees and students will conform to all relevant statutes,  
229 regulations, personnel and student policies and procedures, including the provisions of  
230 any applicable collective bargaining agreement.

231 The District shall also take reasonable steps to protect the complainant from further  
232 harassment, and/or discrimination, and to protect the complainant and witnesses from  
233 retaliation as a result of communicating the complaint and/or assisting in the investigation.

234 The District will ensure that complainants and witnesses know how to report any  
235 subsequent problems, and should follow-up with complainants to determine whether any  
236 retaliation or new incidents of harassment have occurred. The District shall take  
237 reasonable steps to ensure the confidentiality of the investigation and to protect the  
238 privacy of all parties to the extent possible without impeding the District's ability to  
239 investigate and respond effectively to the complaint.

240 If the District cannot take disciplinary action against the accused individual because the

241 complainant refuses to participate in the investigation, it should pursue other steps to limit  
242 the effects of the alleged harassment and prevent its recurrence.

243 **Appeals**

244 If the District imposes discipline against a student or employee as a result of the findings  
245 in its investigation, the student or employee may appeal the decision using the procedure  
246 for appealing a disciplinary decision.

247 If the complainant is not satisfied with the results of the administrative determination,  
248 he/she may, within fifteen (15) days of issuance of the determination to the complainant  
249 by the District, submit a written appeal to the Board of Trustees. The Board of Trustees  
250 shall review the original complaint, the investigative report, the administrative decision,  
251 and the appeal. The Board shall issue a final District decision in the matter within forty-  
252 five (45) days after receiving the appeal. A copy of the decision rendered by the Board  
253 of Trustees shall be forwarded to the complainant and to the State Chancellor's Office.  
254 The complainant shall also be notified of his/her right to appeal this decision.

255 If the Board of Trustees does not act within forty-five (45) days the administrative  
256 determination shall be deemed approved by default and shall become the final decision  
257 of the District in the matter.

258 In any case not involving employment discrimination, the complainant shall have the right  
259 to file a written appeal with the State Chancellor's Office within thirty (30) days after the  
260 Board of Trustees issued the final District decision or permitted the administrative  
261 decision to become final. Such appeals shall be processed pursuant to the provision of  
262 Title 5 Section 59350.

263 In any case involving employment discrimination, including workplace harassment, the  
264 complainant may, at any time before or after the issuance of the final decision of the  
265 District, file a complaint with the Department of Fair Employment and Housing. In such  
266 cases, the complainant may also file a petition for review with the State Chancellor's  
267 Office within thirty (30) days after the Board of Trustees issues the final decision or  
268 permits the administrative decision to become final.

269 Within one hundred fifty (150) days of receiving a formal complaint which does not involve  
270 employment discrimination, the District shall forward to the State Chancellor's Office the  
271 original complaint, the investigative report, a copy of the written notice to the complainant  
272 setting forth the results of the investigation, a copy of the final administrative decision  
273 rendered by the Board of Trustees or indicating the date upon which the decision became  
274 final, and a copy of the notification to the complainant of his/her appeal rights. If, due to  
275 circumstances beyond its control, the District is unable to comply with the 150-day  
276 deadline for submission of materials, it may file a written request for an extension of time  
277 no later than ten (10) days prior to the expiration of the deadline.

278 **Dissemination of Policy and Procedures**

279 Board Policy and Administrative Procedures related to harassment will include  
280 information that specifically addresses sexual violence. District policy and procedures  
281 will be provided to all students, faculty members, members of the administrative staff and  
282 members of the support staff, and will be posted on campus and on the District's website.

283 When hired, employees are required to sign that they have received the policy and  
284 procedures, and the signed acknowledgment of receipt is placed in each employee's  
285 personnel file. In addition, these policies and procedures are incorporated into the course  
286 catalogs, class schedules and orientation materials for new students.

287 **Training**

288 The District shall provide at least two hours of classroom or other effective interactive  
289 training and education regarding sexual harassment to all management employees once  
290 every two years. All new management employees must be provided with the training and  
291 education within six months of their assumption of a management position.

292 The training and education required by this procedure shall include information and  
293 practical guidance regarding the federal and state statutory provisions concerning the  
294 prohibition against and the prevention and correction of sexual harassment and the  
295 remedies available to victims of sexual harassment in employment. The training and  
296 education shall also include practical examples aimed at instructing managers in the  
297 prevention of harassment, discrimination, and retaliation, and shall be presented by  
298 trainers or educators with knowledge and expertise in the prevention of harassment,  
299 discrimination, and retaliation.

300 Training of all staff shall be conducted. This includes counselors, faculty, health  
301 personnel, law enforcement officers, coaches, and all staff who regularly interact with  
302 students. Training for academic staff should emphasize environmental harassment in the  
303 classroom. The District will also provide training to students who lead student  
304 organizations. The District should provide copies of the sexual harassment policies and  
305 training to all District law enforcement unit employees regarding the grievance procedures  
306 and any other procedures used for investigating reports of sexual violence.

307 In years in which a substantive policy or procedural change has occurred, all District  
308 employees will attend a training update and/or receive a copy of the revised policies and  
309 procedures.

310 Participants in training programs will be required to sign a statement that they have either  
311 understood the policies and procedures, their responsibilities, and their own and the  
312 District's potential liability, or that they did not understand the policy and desire further  
313 training.

314 **Education and Prevention for Students**

315 In order to take proactive measures to prevent sexual harassment and violence toward  
316 students, the District will, under the direction of the Director of Diversity, Compliance, and

317 Title IX, provide preventive education programs and make victim resources, including  
318 comprehensive victim services, available. The District will include such programs in  
319 orientation programs for new students, and in training for student athletes and coaches.  
320 These programs will include discussion of what constitutes sexual harassment and sexual  
321 violence, the District's policies and disciplinary procedures, and the consequences of  
322 violating these policies. A training program or informational services will be made  
323 available to all students at least once annually.

324 The education programs will also include information aimed at encouraging students to  
325 report incidents of sexual violence to the appropriate District and law enforcement  
326 authorities. Since victims or third parties may be deterred from reporting incidents if  
327 alcohol, drugs, or other violations of District or campus rules were involved, the District  
328 will inform students that the primary concern is for student safety and that use of alcohol  
329 or drugs never makes the victim at fault for sexual violence. If other rules are violated,  
330 the District will address such violations separately from an allegation of sexual violence.

Office of Primary Responsibility: Vice President, Human Resources

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**Date Approved: March 4, 2009**

**Dates Revised: July 1, 2010; September 24, 2012; April 11, 2016; December 10, 2018**

**Date Reviewed: January 16, 2019**

*(Replaces former Cerritos College Policy 7026)*

## **Appendix 4: EEO Plan Annual Notice Distribution List**

Cerritos College EEO Plan  
Appendix 4 - Community Organizations & Contact Information

ACLU of Southern California  
1313 West 8th Street  
Los Angeles, CA 90017  
United States  
Phone: (213) 977-9500  
[communications@aclusocal.org](mailto:communications@aclusocal.org)  
<http://www.aclusocal.org>

African American Chamber of Commerce - GLAAACC  
5100 W. Goldleaf Circle, Suite 203  
Los Angeles, CA 90056  
Phone: (323) 292-1297  
[info@glaaacc.org](mailto:info@glaaacc.org)  
[www.glaaacc.org](http://www.glaaacc.org)

Asian Pacific Policy and Planning Council  
905 E. 8th St.  
Los Angeles, CA 90021  
Phone: (213) 239-0300  
[info@a3pcon.org](mailto:info@a3pcon.org)  
<http://www.asianpacificpolicyandplanningcouncil.org/>

Asian Pacific American Network  
231 East Third Street, Suite G104  
Los Angeles, CA 90013  
Phone: (213) 382-1819 ext. 129  
[www.apanet.org/about.html](http://www.apanet.org/about.html)

Black Chamber of Commerce of Orange County  
17891 Cartwright Rd. # 100  
Irvine, California 92614  
Phone: (714) 547-2646  
[bobby.mcdonald@ocblackchamber.com](mailto:bobby.mcdonald@ocblackchamber.com)  
[www.ocblackchamber.com](http://www.ocblackchamber.com)

A Black Education Network (ABEN)

P.O. Box 3134

San Jose, CA 95156

Phone: (408) 977-4188

[ABENWisdom@aben4ace.org](mailto:ABENWisdom@aben4ace.org)

<https://www.aben4ace.org/>

Central American Resource Center of Los Angeles

2845 W 7th St

Los Angeles, CA 90005

Phone: (213) 385-7800

[info@carecen-la.org](mailto:info@carecen-la.org)

<https://www.carecen-la.org/>

California Conference for Equality and Justice (CCEJ)

3605 Long Beach Blvd., Suite 100

Long Beach, CA 90807

Phone: (562) 435-8184

[info@cacej.org](mailto:info@cacej.org)

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

Coalition for Humane Immigrant Rights - CHRILA

533 West 3rd Street, Suite 101

Los Angeles, California 90057

Phone: (213) 353-1333

[info@chirla.org](mailto:info@chirla.org)

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

Disability Employment Initiative

via Southeast Los Angeles County Workforce Development Board (SELACO)

10900 East 183rd St, Suite

350 Cerritos, CA 90703

Phone: (562) 402-9336

[selaco@selaco.com](mailto:selaco@selaco.com)

<http://www.selacowib.com/>

Disability Rights California - Los Angeles Regional Office

350 South Bixel Street, Suite 290

Los Angeles CA 90017

Phone: (213) 213-8000

<http://www.disabilityrightsca.org/>



Diverse: Issues in Higher Education  
10520 Warwick Avenue, Suite B-8  
Fairfax, VA 22030-3136  
Phone: (800) 783-3199  
[DiverseJobs@DiverseEducation.com](mailto:DiverseJobs@DiverseEducation.com)  
<http://diverseeducation.com/>

Dolores Huerta Foundation  
P.O. Box 2087  
Bakersfield, CA 93303  
Phone: (661) 322 3033  
[humanresources@doloreshuerta.org](mailto:humanresources@doloreshuerta.org)  
<https://doloreshuerta.org/>

Indian Country Today  
PO Box 929  
Phoenix, Arizona 85001  
[hdonovan@indiancountrytoday.com](mailto:hdonovan@indiancountrytoday.com)  
<https://indiancountrytoday.com/>

Japanese American Citizens League - Pacific Southwest Regional Office  
244 South San Pedro Street, Suite #507  
Los Angeles, CA 90012  
Phone: (213) 626-4471  
[info@jaclpsw.org](mailto:info@jaclpsw.org)  
<https://www.jaclpsw.org/>

Japanese American Cultural & Community Center  
244 S. San Pedro Street,  
Los Angeles, CA 90012  
Phone: (213) 628-2725  
[info@jaccc.org](mailto:info@jaccc.org)  
[www.jaccc.org/](http://www.jaccc.org/)

Little Tokyo Service Center – South Bay Office  
Gardena Valley Japanese Cultural Institute  
1964 West 162nd Street  
Gardena, CA  
Phone: (310) 819-8659  
<https://www.ltsc.org>

LGBTQ Center Long Beach  
2017 E 4th St.  
Long Beach, CA 90814  
Phone: (562) 434-4455  
[info@centerlb.org](mailto:info@centerlb.org)  
<https://www.centerlb.org/>

LGBT Center OC  
1605 N Spurgeon St.  
Santa Ana, CA 92701  
Phone: 714-953-LGBT (5428)  
[info@lgbtcenteroc.org](mailto:info@lgbtcenteroc.org)  
<http://www.lgbtcenteroc.org/>

Legal Momentum  
The Women's Legal Defense and Education Fund  
32 Broadway, Suite 1801  
New York, NY 10004  
Phone: (212) 925-6635  
<https://www.legalmomentum.org/>

League of Women Voters of Los Angeles  
3303 Wilshire Boulevard, Suite 310  
Los Angeles, CA 90010-1700  
Phone: 213- 368-1616  
[info@lwvlosangeles.org](mailto:info@lwvlosangeles.org)  
<http://www.lwvlosangeles.org/>

Los Angeles County Department of Military and Veterans Affairs  
Cerritos Field Office of Supervisor Janice Hahn  
11911 Artesia Blvd., #104A  
Cerritos, CA 90703  
Phone: (562) 345-4003  
<http://mva.lacounty.gov/wps/portal/mva>

Los Angeles Latino Chamber of Commerce  
555 West 5th Street, 35th Fl.  
Los Angeles, CA 90013  
Phone: (626) 487-9085  
[info@lalcc.org](mailto:info@lalcc.org)  
<http://lalcc.org/>

Los Angeles LGBT Center  
1625 N. Schrader Boulevard  
Los Angeles, CA 90028-6213  
Phone: 323-993-7400  
[jobs@lalgbtcenter.org](mailto:jobs@lalgbtcenter.org)  
<https://lalgbtcenter.org/>

Los Angeles Urban League  
4401 Crenshaw Blvd., Suite 201  
Los Angeles, CA 90043  
Phone: 323-299-9660  
[www.nul.org](http://www.nul.org)

Mexican American Legal Defense and Education Fund  
634 S. Spring Street  
Los Angeles, CA 90014  
Phone: (213) 629-2512  
[info@MALDEF.org](mailto:info@MALDEF.org)  
<http://maldef.org/about/offices/west/>

Mexican American Women's National Association (MANA)  
1001 Connecticut Avenue, NW, Suite 730  
Washington, DC 20036  
Phone: (202) 525-5113  
[mananational@hermana.org](mailto:mananational@hermana.org)  
[www.hermana.org](http://www.hermana.org)

National Association for the Advancement of Colored People (NAACP)  
P.O. Box 56408  
Los Angeles, Calif. 90056  
Phone: (323) 296-2630  
[www.naacp-losangeles.org](http://www.naacp-losangeles.org)

National Black Graduate Student Association  
228 Park Avenue, #76326  
New York, NY 10003  
Phone: (800) 471-4102  
[general@mynbgsa.org](mailto:general@mynbgsa.org)  
<http://www.mynbgsa.org/>

National Center for Lesbian Rights (NCLR)

NCLR National Office

870 Market Street, Suite 370

San Francisco, CA 94102

Phone: (415) 392-6257

[Info@NCLRights.org](mailto:Info@NCLRights.org)

[www.nclrights.org](http://www.nclrights.org)

National Congress of American Indians

Embassy of Tribal Nations

1516 P Street NW, Washington, DC 20005

Phone: (202) 466-7767

[jobs@ncai.org](mailto:jobs@ncai.org)

<http://ncai.org>

National Federation of Filipino American Associations (NFFAA)

1322 18th St NW

Washington DC 20036-1803

Phone: 202.361.0296

[info@naffaa.org](mailto:info@naffaa.org)

<https://naffaa.org/>

National Organization for Women (NOW)

1100 H Street NW, 3rd floor

Washington, DC 20005

Phone: (202) 628-8669 (628-8NOW)

[press@now.org](mailto:press@now.org)

[www.now.org](http://www.now.org)

North County African American Women's Association

4140 Oceanside Blvd. Suite #159

Oceanside, CA 92056

Phone: (760) 978-6534

[info@ncaawa.org](mailto:info@ncaawa.org)

<http://www.ncaawa.org/>

Norwalk Social Services Center

11929 Alondra Blvd.

Norwalk, CA 90650

(562) 929-5544

[socialservices@norwalkca.gov](mailto:socialservices@norwalkca.gov)

<https://www.norwalk.org/home>

Southern California Agency - Bureau of Indian Affairs  
1451 Research Park Drive, Suite 100  
Riverside, CA 92507  
Phone: (951) 276-6624 Ext. 222  
[javin.moore@bia.gov](mailto:javin.moore@bia.gov)  
<https://bia.gov>

Trans Wellness Center  
3055 Wilshire Blvd., Suite 360  
Los Angeles, CA 90010  
Phone: 323-993-2900  
[transwellness@lalgbtcenter.org](mailto:transwellness@lalgbtcenter.org)  
<https://mytranswellness.org/>

Unidos US (Formerly National Council of La Raza (NCLR))  
1126 16th St. NW Suite 600 Washington, DC 20036  
Phone (202) 785-1670  
[info@unidosus.org](mailto:info@unidosus.org)  
<https://www.unidosus.org>

Women's Bureau  
Office of the Secretary  
U.S Department of Labor  
200 Constitution Avenue, NW  
Washington, DC 20210  
Phone: (202) 693-6710  
[www.dol.gov/wb](http://www.dol.gov/wb)

**Appendix 5: Diversity Action Plan  
(Last Revised, 2020)**

**INTRODUCTION**

Cerritos College is a leader on equity, diversity, and inclusion (EDI). To continue our commitment of weaving EDI throughout our campus culture, the following strategic action plan has been constructed to provide guidance and accountability for our efforts. The plan organized action-oriented goals and activities in four goal areas: policy and procedures, training and development, data literacy, and EDI Communications. For each area, deadlines and positions of responsibility are outlined. If you have questions about the plan, would like to learn more or lend aid to our efforts, please visit our Diversity, Equal Employment Opportunity Advisory Committee ([DEEOAC website](#)) or contact Dr. Adriana Flores-Church, Title IX Coordinator at [TitleIXCoordinator@cerritos.edu](mailto:TitleIXCoordinator@cerritos.edu).

**ACTION PLAN ITEMS**

**GOAL STATEMENT 1: ASSESS AND UPDATE HIRING PROCESSES TO PRIORITIZE EQUITY, DIVERSITY AND INCLUSION**

**ACTIONS**

ITEM No.	ITEM DESCRIPTION	TIMELINE	RESPONSIBLE
1.1	Implement a rotational framework for search selection committee members	June 30, 2020	VPHR
1.2	Define terms: Equity, Diversity, Inclusion, Equity Mindedness	July 1, 2020	DEEOAC
1.3	Create a EDI Grid and other resources on how to assess EDI Knowledge throughout the selection process	September 1, 2020	HR/DEEOAC
1.4	Implement of a end-of-process evaluation for each selection committee for the assessment of committee members experiences and process quality assurance	September 1, 2020	Director of Diversity, Compliance, and Title IX Coordinator
1.5	Reconvene DEEOAC subgroup to review, revise, change, replace, and add hiring policies and procedures as well as consider ways to include student and part-time faculty participation in all hiring committees.	October 1, 2020	VPHR/DEEOAC
1.6	Create job announcement templates that include equity-minded language and are free of exclusionary job qualifiers	December 15, 2020	HR/DEEOAC
1.7	Review hiring practices to identify and make recommendations for change in the items used and reviewed during the selection process (including questions and rubrics).	December 1, 2020	DEEOAC/HR
1.8	Hold dialogue about institutional values as well as at the department level values	February 1, 2021	Managers & DEEOAC
1.9	Review hiring process phases to identify and make recommendations to remove exclusionary practices in hiring (i.e. open application process gatekeeper positions historically benefitting males, etc.)	June 1, 2021	DEEOAC/HR

1.10	Integrate data sharing within the selection process so that the hiring committee members make data informed decisions; data can include but is not limited to: student population, student success metrics, faculty diversity, equity-mindedness, etc.	June 1, 2021	DEEOAC
1.11	Consult with the Faculty Hiring Prioritization (FHP) committee on ways to include equity, diversity, and inclusion within the FHP process	December 1, 2022	Faculty Senate/HR
1.12	Align Full-time and Part-time hiring processes and procedures with DEEOAC recommendations	December 1, 2022	DEEOAC/HR

**GOAL STATEMENT 2: INTEGRATE AND IMPLEMENT EQUITY, DIVERSITY AND INCLUSION IN ALL TRAINING PHASES.**

**ACTIONS**

ITEM No.	ITEM DESCRIPTION	TIMELINE	RESPONSIBLE
2.1	Develop plan for professional development activities that create a shared training experience to address gaps in knowledge of Equity, Diversity and Inclusion; The plan should align with the Student Equity, Universal Access, and other related professional development efforts.	September 1, 2020	Dean of Student Equity and Success, Director of Diversity, Compliance, and Title IX Coordinator, CTX Coordinator
2.2	Revamp selection committee and process monitor training (should include bias mitigation, best practices/lessons learned, using data and how to use the applicant tracking system for screening & selection).	September 1, 2020	HR
2.3	Design and implement training and workshops on day-to-day equity-mindedness practices and equity, diversity and inclusion values for all educators to be led by field and industry experts on campus as part of the updated Diversity Certificate program.	December 1, 2020	Dean of Student Equity and Success, Director of Diversity, Compliance, and Title IX Coordinator
2.4	Continue providing Hire Me workshops for all employee groups and other recruitment-type workshops.	April 1, 2021	HR
2.5	Collaborate with the existing plan for NFOP for orientation and training containing the Equity, Diversity and Inclusion Values.	June 1, 2021	CTX/HR
2.6	Develop a one-day Equity, Diversity and Inclusion professional conference for all employees.	December 1, 2021	Dean of Student Equity and Success, Director of Diversity, Compliance, and Title IX Coordinator



2.7	Provide a staff (classified, confidential, and hourly) orientation and training containing the Equity, Diversity and Inclusion Values.	December 1, 2022	HR
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**GOAL STATEMENT 3: INCREASE DATA LITERACY, COLLECTION AND ACCESIBILITY, UNDERSTANDING AND RESPONSE TO ACCURATE AND RELEVANT EQUITY, DIVERSITY AND INCLUSION DATA**

**ACTIONS**

ITEM No.	ITEM DESCRIPTION	TIMELINE	RESPONSIBLE
3.1	Initiate standing HR/IERP meetings to collaborate on progress on data literacy goals (e.g. assessing institutional data need and accessibility, data dashboard development, data literacy resource website design, etc).	July 1, 2020	HR/IERP
3.2	Develop question bank for assessing diversity in minimum qualifications, general screening, supplemental questions, and interviewing.	September 1, 2020	Director of Diversity, Compliance, and Title IX Coordinator/ DEEOAC
3.3	Conduct and distribute results of employee climate survey.	June 1, 2021	HR
3.4	Initiate routine of collecting and analyzing qualitative data selection committee experience/quality improvement feedback (analyze/compare across employee classification, e.g. Manager, Faculty, Staff, etc).	June 1, 2021	HR/IERP
3.5	Update exit survey strategy to revise instrument; align with “onboarding interview” data.	September 1, 2021	HR/IERP
3.6	Prepare an inventory of what other campuses have done and make recommendations about practice to adopt.	December 1, 2021	Director of Diversity, Compliance, and Title IX Coordinator
3.7	Increase accessibility and understanding of already available data.	December 1, 2021	HR/IERP
3.8	Pilot EEO data coaching support and training program.	December 1, 2021	HR/IERP
3.9	Create data dashboard to enable easier provision of data to hiring committees and managers.	September 1, 2022	HR/IERP
3.10	Develop a sheet template for data sharing (MIS data for employee demographics (by department/division) and student demographics (can break down by major/meta-major/certificate when available).	September 1, 2022	HR/IERP
3.11	Host a data literacy kick-off Event to unveil resources and recruit data coaches.	December 1, 2021	HR/IERP
3.12	Collect and analyze student climate data related to experiences with employees.	December 1, 2021	HR/IERP

3.13	Publish a data literacy webpage that includes, but is not limited to the following: definition of data literacy, resources on data literacy, list of data sources with a description of what insight the data can provide, links for self/continued learning related to collecting and using data in hiring processes.	September 1, 2022	HR/IERP
3.14	Review and revise (if needed) the applicant/candidate feedback questionnaire to assess experience and solicit feedback regarding the hiring process.	November 1, 2022	HR/IERP
3.15	Collect demographic data of selection committee composition.	December 1, 2022	HR
3.16	Initiate routine of collecting and analyzing data on the applicant/candidate experience.	December 1, 2022	HR/IERP
3.17	Fully implement EEO data coaching support and training program.	December 1, 2022	HR/IERP
3.18	Launch annual EEO report (develop publication and distribute/post on website).	December 1, 2022	Director of Diversity, Compliance, and Title IX Coordinator/ DEEOAC
3.19	Develop evaluation informed by equity, diversity, and inclusion training competencies to establish a consistent way to review and evaluate training for constant improvement.	December 1, 2022	Dean of Student Equity and Success, Director of Diversity, Compliance, and Title IX Coordinator/ CTX Coordinator /IERP

**GOAL STATEMENT 4: DEVELOP EQUITY, DIVERSITY AND INCLUSION MESSAGING FOR ALL EMPLOYEE DIVERSIFICATION, EDI BRANDING, AND TRAINING AND DEVELOPMENT, & RETENTION.**

**ACTIONS**

ITEM No.	ITEM DESCRIPTION	TIMELINE	RESPONSIBLE
4.1	Develop a template to encourage the practice of discussing the definitions of Equity, Diversity and Inclusion at the beginning of every selection process.	September 1, 2020	HR
4.2	Establish budget line and expenditures scope for EDI communications strategy.	September 1, 2020	HR/Public Affairs
4.3	Revive Diversity Editions of Campus Connection.	September 1, 2020	HR/Public Affairs
4.4	Identify Placement Plan (internal communication: interior banners, external: ads, printed outreach materials, social media ads, diversity-specific publications (printed and digital).	December 1, 2020	HR/Public Affairs
4.5	Revamp the Diversity/Equity/Inclusion web pages to centralize information about, events, diversity statement, committees, etc.; the pages should include appropriate links to the employee development pages.	December 1, 2020	HR/Public Affairs

4.6	Organize a picture day to generate a photo catalogue; select 2-3 days for identified groups (develop shot list) and campus locations (beauty shots) to pose for photo ops; photos will be used in marketing and promotions activities.	December 1, 2020	HR/Public Affairs
4.7	Develop an intentional, comprehensive equity, diversity, and inclusion communications and placement plan (marketing, advertising, and media relations) for talent acquisition, internal/external branding, and training and development (Initial and On-going), and retention; the placement plan can include (internal communication: interior banners, external: ads, printed outreach materials, social media ads, diversity-specific publications (printed and digital).	July 1, 2021	HR/Public Affairs
4.8	Establish HR equity, diversity, and inclusion sub-brand in alignment with the campus brand, the EMP, the Chancellor’s Vision for success, and the diversity statement.	December 1, 2021	HR/Public Affairs
4.9	Explore the development of a campaign that showcases the variety of diversity in our Cerritos College community.	December 1, 2021	HR/Public Affairs
4.10	Create outreach presentation materials and “road show” to promote equity, diversity, and inclusion messaging and to re-acclurate the campus toward an attitude of inclusive recruitment.	December 1, 2021	HR/Public Affairs
4.11	Identify and train equity, diversity and inclusion conductors as messengers and allies.	December 1, 2021	HR/ Director of Diversity, Compliance, and Title IX Coordinator/ DEEOAC

## **Appendix 6: Diversity Statement**

## Statement of Diversity, Equity, and Inclusion

At Cerritos College, diversity, equity, and inclusion are core values of our mission and vision. Our operational definition of diversity embraces all human differences while building on our shared identity and experiences as members of the Cerritos College community.

### Definitions

To ensure all members of the Falcon family have a shared understanding of what is meant by diversity, equity, and inclusion the following statement defines these terms and expresses our commitment to diversity in campus efforts for teaching and learning, employee recruitment and retention, as well as our campus services and activities.

At Cerritos College, diversity means including a variety of viewpoints, life experiences, backgrounds, and exceptionalities to generate the most effective and inclusive ideas, policies, and solutions; diversity is the involvement of individuals representing a spectrum of experiences and identities, including fixed, fluid, and intersectional identities, such as:

Age	Geographical Location	Race
Criminal System Impacted	Immigration Status	Religion or Lack Thereof
Disability	Judicial System Impacted	Sex
Educational Background	Language	Sexual Orientation
Ethnicity	Marital Status	Socioeconomic Status
Foster Care Status	Military/Veteran Status	
Gender Identity and Expression	National Origin	
	Parental Status	

This list is not intended to be an exhaustive list, but gives an indication of the variety of examples of diversity our campus seeks to acknowledge.

Inclusion means affording all members of the college community the opportunity to participate, regardless of differences, where all students, employees, and visitors feel welcomed, supported, and a sense of belonging. This spirit of inclusion is intended to reach all Cerritos College programs, activities, and services, to cultivate a healthy sense of safety where everyone feels invited to participate.

Equity means a commitment to intentionally designing all components of our campus in such a way that ensures each member of the Cerritos College community receives what they need to be successful. This includes race conscious approaches, data informed decision making, and systemic commitments to identifying and removing historic and

persistent barriers which cause disproportionate impacts and perpetuate intersectional oppression.

## **Commitments**

With these definitions in mind, the College is also committed to:

Actively acknowledging and analyzing the historical and social factors, including systemic injustices and oppression, which have shaped our institution and the experiences of all members of our college community. Cerritos College commits to routinely scrutinize structural barriers to equity, invest in equity-minded policies, practices, and resources, and foster a culture where all people can fully participate throughout the Cerritos College community.<sup>1</sup> We commit to collecting and applying relevant data, when making decisions that impact student success.

### **Therefore, we commit to understanding obstacles and working toward their solutions by:**

- I. Recognizing student voices and experiences as primary to the College's work and its improvement. As such, we acknowledge the impact of identity validation, role modeling, and representation in shaping and expanding students' perceptions of their own potential, the value of their diverse skills, and their aspirations.
- II. Investing in continuous on and off campus professional development opportunities for all members of the campus community, to better understand factors related to diversity, equity, and inclusion, and to identify and remove historic and systemic inequities.
- III. Valuing and cultivating on campus opportunities, expertise and participation with meaningful support, including effective incentives and compensation; for example, developing affirming mentoring relationships, such as peer support networks and programs for students and employees as they enter and advance at the College.
- IV. Actively innovating and incorporating diversity, equity, and inclusion efforts within campus planning, the hiring and recruitment processes, student and employee retention, instruction policy development, resource allocation, and program development.

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<sup>1</sup> We strive to remove structural barriers within the scope of our control, whether the barrier was imposed intentionally or unintentionally.

- V. Being accountable for and tracking all outcomes of diversity, equity, and inclusion efforts, and responses to incidents of bias, discrimination, harassment, retaliation, and hatred.<sup>2</sup>
- VI. Working collaboratively to recommend and maintain policies, processes, and campus plans that align with diversity in ways that do not seek to limit academic freedom, but rather, to foster a campus culture of respect, equity, and inclusion.
- VII. Challenging assumptions and centering traditionally marginalized voices and perspectives while accepting the discomfort inherent in applying and investigating race conscious approaches. Despite how difficult the task, we are committed to holding one another accountable through the necessary cycle of making mistakes, acknowledging our blind spots, embracing teaching moments, and continuing our learning in order to prioritize diversity, equity, and inclusion from this point on.

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<sup>2</sup> This commitment is not intended to require disclosure of confidential or otherwise protected student or employee information, such as conduct sanctions or personnel corrective actions. Board Policy related to the investigation of responses to misconduct shall supersede this policy.