



STATE CENTER  
COMMUNITY COLLEGE DISTRICT

STATE CENTER COMMUNITY  
COLLEGE DISTRICT'S  
**DEDICATION TO  
DIVERSITY &  
EEO**

*Annual  
Report*  
**2023**



[www.scccd.edu](http://www.scccd.edu)

Published by the Offices of  
EEO/Diversity and Professional  
Development, Institutional Research and  
Human Resources

# TABLE OF CONTENTS

INTRODUCTION	4
Strategic Highlights	4
Financial Highlights	4
Operating Highlights	4
District Office Human Resources and Personnel Commission	4
Campus Efforts	6
Districtwide EEO Advisory Committee	8
CCCCO EEO and Diversity Advisory Committee (EEODAC)	9
Looking Ahead	10
Faculty Internship and Diversity Program (FIDP)	10
DEIA-Focused Academic Recruitment Initiative	11
EXECUTIVE SUMMARY	12
ANALYSIS OF DATA	13
Districtwide Data	13
Districtwide Applicant Data	13
Districtwide New Hire Data	18
Districtwide Workforce Data	22
Fresno City College Data	27
Fresno City College New Hire Data	27
Fresno City College Workforce Data	30
Reedley College Data	34
Reedley College New Hire Data	34
Reedley College Workforce Data	37
Clovis Community College Data	40
Clovis Community College New Hire Data	40
Clovis Community College Workforce Data	42
District Office Data	46
District Office New Hire Data	46
District Office Workforce Data	47
Madera Community College Data	50

Madera Community College New Hire Data _____	50
Madera Community College Workforce Data _____	51
Availability Data _____	55
Classified Availability Data _____	55
Faculty Availability Data _____	56
Management Availability Data _____	56
CCCCO Vision for Success _____	57
SCCCD's DEDICATION TO DIVERSITY & EEO _____	58
APPENDICES & RESOURCES _____	APPENDIX
APPENDIX A: Longitudinal Data Based on IPEDS Categorization _____	A
APPENDIX B: EEO Committee Memo to Chancellor on BOT Resolutions _____	B
APPENDIX C: EEO/Diversity Best Practices Handbook _____	C
APPENDIX D: EEO Ten Point Plan for Faculty Diversity Hiring _____	D
APPENDIX E: EEO Grants _____	E
APPENDIX F: SCCCDC 2022-23 DEIA Events & Learning _____	F
APPENDIX G: Training Resources _____	G
APPENDIX H: Job Advertising Venues and Community Partners _____	H
Ongoing Advertising Venues _____	H
Special Advertising Venues Utilized This Year _____	H
Community Partners _____	H

# INTRODUCTION

## Strategic Highlights

State Center Community College believes that every participant in our District has a voice. The districtwide EEO Committee endeavors not to be the voice for our SCCCD community, but to dismantle the systems of oppression so that each person's voice is successfully heard.

## Financial Highlights

The District received unprecedented EEO funding from the State Chancellor's Office for 2022-23. First, we received \$126,333 for EEO funds, up from \$50,000 previously. We also received \$208,333 for EEO Best Practices to implement the Best Practices identified by the statewide DEIA Implementation Taskforce and \$210,739 for EEO Culturally Competent Pedagogy for Faculty Professional Development. Some of the specific ways these funds were spent were:

### EEO Best Practices

COLEGAS Conference participants  
CCC Registry Los Angeles entry  
CCC Registry Oakland entry  
CCC Foundation LGBTQ+ Summit  
A2MEND Conference participants  
APAHE Conference participants  
ACHRO-EEO Institute  
EEO Best Practices Northern California  
Showcase by CCCCCO  
EEO Best Practices Southern California  
Showcase by CCCCCO

### CRPP

Dr. Victor Rios book club (CCC)  
On-Course trainings (2) (CCC)  
AACU Conference for 8 (MCC)  
Culturally Competent Faculty Library (MCC)  
Culturally Competent Faculty Library (RC)  
AHSIE Conference for 5 participants (RC)  
CRT Conference (RC)  
Culturally Responsive Pedagogy Conference  
on-campus workshop with Dr. Christopher  
Emdin (RC)  
Districtwide Faculty Convocation

Additionally, in April 2023, the District Office was awarded a \$300,000 grant to support a new Faculty Internship and Diversity Program (FIDP) and Fresno City College was awarded a \$300,000 grant for Culturally Responsive Pedagogy and Practices.

## Operating Highlights

### District Office Human Resources and Personnel Commission

The EEO/Diversity office has begun drafting a handbook for faculty search committees which will serve as a toolkit for diverse hiring practices.

District Human Resources (HR) revised EEO training for faculty search committees by creating new activities to supplement the learning materials. New EEO training was created for specific audiences such as executive recruitment committees, the Board of Trustees and the Personnel Commissioners. HR staff reviewed job postings for equity-minded language and offered several trainings in the areas of application tips, equivalencies and performance evaluations. HR staff also hosted a panel discussion entitled “Beyond the Minimum Qualifications” to demystify the academic hiring process and to connect applicants directly with HR staff and SCCCD hiring managers.

Personnel Commission (PC) staff also offered several workshops on application, resume and test taking tips that were open to both SCCCD faculty and staff as well as open to the public. PC staff also redesigned their job postings to include graphics to enhance their social media presence and to appeal to a broader audience. PC staff were a visible presence in many community job and resource fairs throughout the Central Valley.

Both HR and PC staff participated in several outreach events including the Hispanic Association of Colleges and Universities (HACU), Colleges Organización de Latinx Empowerment, Guidance, Advocacy for Success (COLEGAS), African American Male Education Network Development (A2MEND), Asian Pacific Americans in Higher Education (APAHE), and EMPOWER Career Fairs by TransCanWork to actively engage with potential applicants and to personally invite people representing minoritized communities to apply at SCCCD.

SCCCD also hosted their own job fairs in July and December 2022 to invite the community into the District Office and to give people an opportunity to speak directly to hiring managers and HR/PC staff about careers in our District. As an additional incentive for attendees, staff offered free headshots at the job fairs.



HR/PC staff hosted a workshop to highlight all district affinity groups, their activities and how to join. Affinity groups (sometimes called employee resource groups or ERG's) are a wonderful space for collaboration across classifications and disciplines that wouldn't otherwise have plentiful opportunities to work together. They also serve as affirming spaces where shared experiences are cultivated and celebrated. These spaces aid in retention, affirmation and advocacy. Several members of HR/PC Staff are active members of these affinity groups as are several members of our districtwide EEO Committee. Managers, HR/PC staff and representatives from the districtwide EEO Committee and affinity groups joined us at the CCC Registry Job Fairs to promote employment at SCCCD from a variety of perspectives.

### Campus Efforts

Madera Community College and Reedley College have each formed new faculty and staff affinity groups. Madera launched their own Asian American Faculty and Staff Association (AAFSA) and hosted their first Asian American Pacific Islander Celebration in April 2023 with featured speakers, including Trustee Debbie Ikeda, displays of cultural artifacts and performances. Reedley College started the Asian and Pacific Islander Faculty and Staff Association

(APIFSA) and hosted their first Water Festival, a celebration of the Southeast Asian New Year in April 2023. Clovis Community College held its first Asian American Heritage Festival which included Hmong traditional dance, a

dragon dance, and a fashion show showcasing cultural attire. CCC also held an AAPI panel discussion including faculty, staff and students. Fresno City College rebranded their Allied Faculty and Staff Group to the Rainbow Alliance Staff and Faculty Association. The FCC Rainbow Alliance hosted a Kentucky Derby themed Gay-La in April 2023 to benefit student scholarships.

*"There is a vast amount of talent within the ranks of our Classified Professionals, and I'm not speaking about job titles. I have met artists, writers, photographers, poets, crafts persons, musicians, digital artists, master gardeners, content creators, programmers, gamers, painters, designers, cooks and bakers within our Classified Professionals team. I am consistently amazed and pleasantly surprised by their collective talents, as well as their entrepreneurial spirits. We are very fortunate to have such an amazing talent base of colleagues to work with and to learn from."*

*-Sean Henderson, Dean of Students*



In June 2023, CCC posted new banners around campus celebrating DEIA and CCC was also awarded a grant to provide additional services and support to their AAPI students.

Restroom signs were added throughout our District stating “You are welcome to use the restroom that best aligns with your gender identity or expression” as part of a multi-phased approach which will also include the installation of baby changing stations in men’s restrooms.



## Districtwide EEO Advisory Committee

The districtwide EEO Committee recommended an anti-“ism” learning module to be assigned to all new employees. This module was developed by the California Community Colleges Chancellor’s Office and all employees hired on or after January 1, 2023 have been assigned this new learning module so that new employees not only understand that EEO and inclusion are priorities at SCCCD, but also so that they receive up-front timely training on the concepts and terminology that will be discussed further over the course of their careers with the District.

In seeking ways to appeal to a broad range of applicants, the EEO Committee is also in-progress on developing a recruitment video to highlight SCCCD as a District and the Central Valley as a desirable destination for applicants.

The EEO Committee sought ways to unify our data collection methods as well as to collect information on a wider variety of issues to develop more informed strategies to advance our EEO and DEIA efforts. Previously, each campus and the district office administered their own climate surveys which resulted in different data reports but also various fees associated with the survey administrators. The EEO Committee invited institutional researchers and equity leaders to select one survey administrator and to develop a survey schedule that each campus is amenable to, which will reduce fees and allow us to share information. This will also reduce survey fatigue as some of our adjunct faculty and our students represent multiple campuses within SCCCD. After participating in several vendor demonstrations and reviewing the various campus needs, the committee is planning one final meeting in summer 2023 to select and secure a vendor and establish the survey schedule.

In addition to a districtwide climate survey instrument, EEO staff, in partnership with institutional researchers, developed several surveys to measure various aspects of the employee experience, including applicant surveys, exit surveys, stay surveys, in addition to return on investment (ROI) surveys for managers after hire. It is the hope of the EEO Committee that these surveys will inform ways we can attract and retain our valued employees and how we can continuously reflect on the climate.

The districtwide EEO Committee also supports the District’s efforts to bring awareness to marginalized communities, to commit to safety and inclusion, and to affirm connection by recommending ongoing Board Resolutions. Each Resolution will demonstrate collective action



and support of our vibrant SCCCD community and can include an activity at a Board Meeting.

*APPENDIX B: EEO Committee Memo to Chancellor on BOT Resolutions*

Finally, the EEO Committee members were encouraged to participate in diverse events, search committees, join a campus affinity group or other outreach events to increase visibility and awareness. Several committee members attended job fairs alongside our Human Resources staff to give first-hand experience of employment at SCCCD.

### **CCCCO EEO and Diversity Advisory Committee (EEODAC)**

Christine Phillips, SCCCD District Director of EEO/Diversity and Professional Development serves on the EEODAC. This committee serves as a conduit for information to and from the California Community Colleges Chancellor's Office and colleges and districts throughout our statewide system. In 2022-23, the EEODAC published the Equal Employment Opportunity/Diversity Best Practices Handbook and hosted several events including the EEO Promising Practices Showcase in Northern and Southern California. *APPENDIX C: EEO/Diversity Best Practices Handbook*

The EEODAC published the "EEO Ten Point Plan for Faculty Diversity Hiring" in May 2023 to further provide resources and strategies to advance diverse hiring efforts. This guide was designed in collaboration with the Association of California Community College Administrators (ACCCA), the Association of Chief Human Resources Officers (ACHRO), the Academic Senate for California Community Colleges (ASCCC), the California Community Colleges Chancellor's Office (CCCCO), the Chief Student Services Officers (CSSO's), the Faculty Association of California Community Colleges (FACCC), the Village Demands. Vice Chancellor of Human Resources, Julianna Mosier and Christine Phillips also participated in the creation of this document. *APPENDIX D: EEO Ten Point Plan for Faculty Diversity Hiring*

Additionally, the EEODAC is working on modernizing the statewide recruitment platform called "California Community Colleges Registry". The EEODAC promoted grant opportunities for EEO best practices and culturally responsive pedagogy. EEODAC committee members served as reviewers and subject matter experts on new trainings available in the Vision Resource Center such as EEO Data Analyses curriculum and an EEO Module Certificate Program consisting of three modules on topics such as systemic barriers in recruitment, equitable opportunities, and decolonizing hiring. Recent changes to EEO regulations were a direct result of the work of this committee, such as the new EEO Plan Template requirements. The EEODAC hosts a new

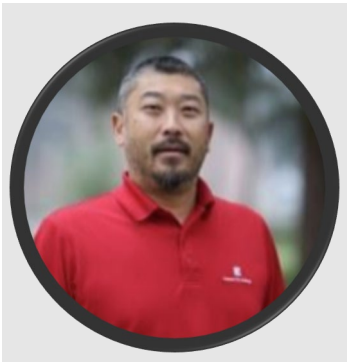
“Community” in the Vision Resource Center for collaboration and feedback and we welcome you to join this community to receive timely communications about changes to regulations and relevant training opportunities.

## Looking Ahead

### Faculty Internship and Diversity Program (FIDP)

Approximately half of all full-time faculty new hires come from our adjunct faculty pool. This highlights the need to diversify our adjunct faculty pool to ultimately impact our full-time faculty diversity. As a result, the District developed a “grow-our-own” Faculty Internship Program. This will be the first formalized faculty internship program which we hope will develop competitive and qualified prospective faculty.

In the coming months, the District will be implementing this program to recruit and mentor prospective interns as a proactive approach to succession planning and DEIA efforts. This will be led by two tenured faculty members on release-time for this program. We are pleased to welcome



**Michael Takeda**

English Instructor, FCC

Co-Coordinator, SCCCD Faculty Internship Program



**William Turini, M.A.**

Political Science Instructor, MCC

Co-Coordinator, SCCCD Faculty Internship Program

Mr. Takeda and Mr. Turini will launch this program by establishing relationships with colleges and universities such as Hispanic Serving Institutions (HSI’s), Historically Black Colleges and Universities (HBCU’s) and Pacific Island serving institutions to recruit candidates, to coordinate a mentorship and training program, and to develop highly competitive applicants for community college teaching positions within SCCCD and in our Valley. The goal is to widen the pipeline to diverse tenure-track faculty and to address specifically hard-to-fill disciplines. Other community college districts have successfully developed similar programs, such as Los Angeles Community College District’s Project Match and the T.I.E.S. program at Coast Community College District. Additionally, the District is proud to be the recipient of the CCCCO’s EEO

Innovative Best Practices grant in the amount of \$300,000 to support the FIDP. *APPENDIX E: EEO Grants*

### **DEIA-Focused Academic Recruitment Initiative**

A workgroup consisting of faculty from Academic Senate and the State Center Federation of Teachers (SCFT), managers, and Human Resources staff are also in the implementation phase of a DEIA-focused academic recruitment plan which includes job postings with equity-minded language, student participation on search committees, and changes to the academic hiring process.

The new process encourages student participation on academic search committees, utilizes a Diversity Officer as a non-voting member to enhance EEO and uses open-ended questions as the initial applicant evaluation tool. This workgroup also proposes changes to supplemental materials which are traditionally limited by access to exclusive networks such as letters of reference. The equivalency process will be modernized and scoring rubrics will be DEIA-focused placing emphasis on outcomes rather than years of experience.



# EXECUTIVE SUMMARY

SCCCD continues to trend toward an increasingly diverse workforce. Our efforts at creating job postings with equity-minded language, demystifying the application process, providing intentional training opportunities, engaging in active recruitment and mindful retention have resulted in incremental increases in diverse hires.

- Overall, we increased percentages of Asian/Pacific Islander, Hispanic and Multi-Racial employees.
- Overall, we had no net loss of percentage of African-American or American Indian/Alaskan Native employees.

Proposition 209 (Affirmative Action Initiative, 1996) shifted focus in California from Affirmative Action to Equal Employment Opportunities, but the goal remains the same: to increase diversity in higher education.



Our African-American, Asian/Pacific Islander and Multi-Racial employees represent a higher percentage than our service area and student demographics. However, this is not true when you disaggregate the data, for example, for management employees or faculty employees. Our Hispanic employees still fall short by about half compared to our students and service area, and our White employees still make up the largest percentage of our workforce and far exceed our service area and student demographics.

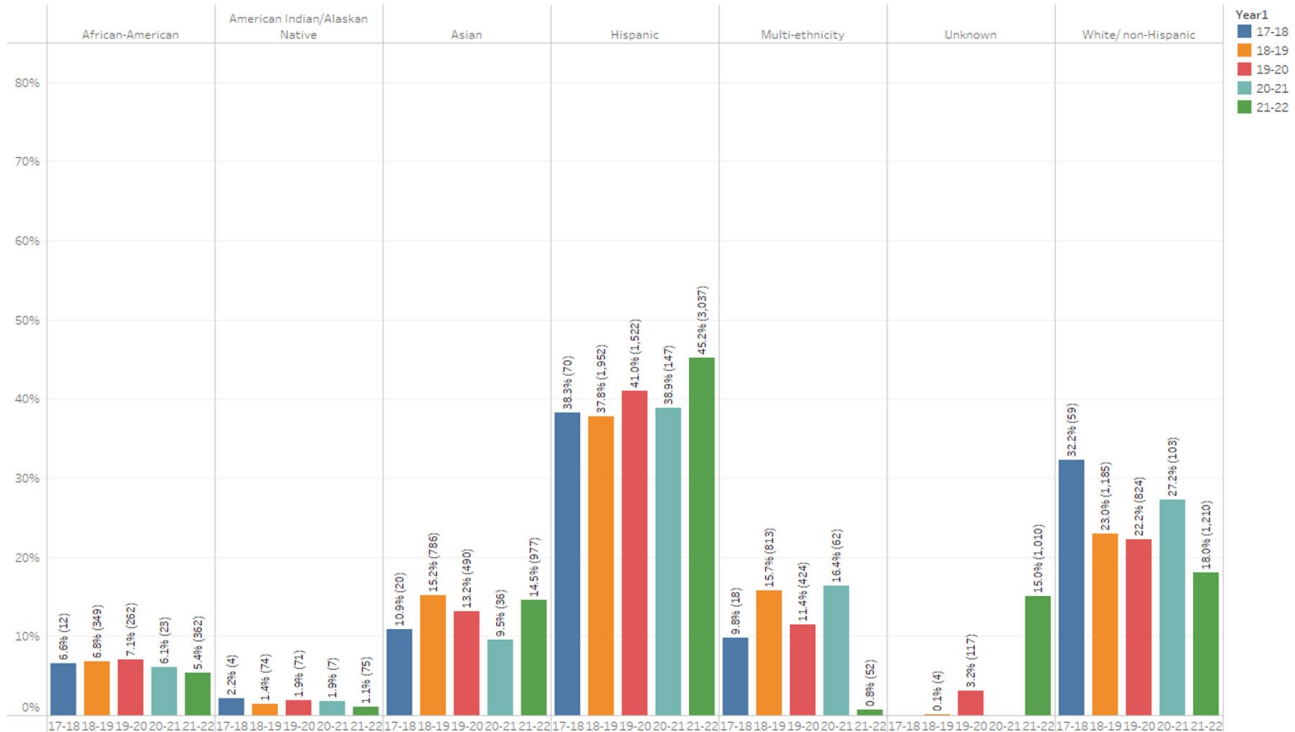
# ANALYSIS OF DATA

## Districtwide Data

### Districtwide Applicant Data

Graph 1.1: Districtwide Classified Applicant Data – Race

1.1 Classified/Race



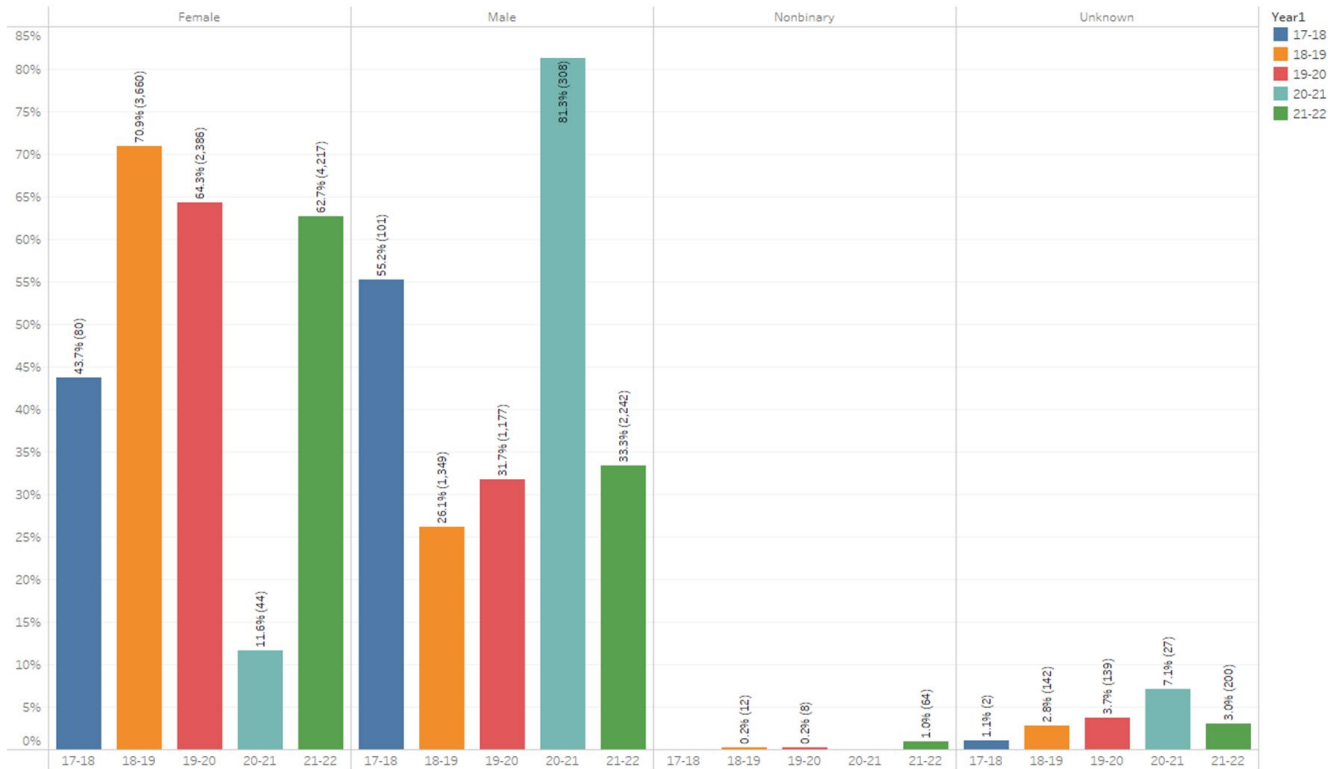
Applicants across almost every racial/ethnic subgroup remained somewhat steady over a five-year period, with the proportion of applicants identifying as multi-ethnic decreasing and the unknown/unreported increasing sharply. There was some growth in applicants identifying as Asian and identifying as Hispanic with a decrease in applicants identifying as White/non-Hispanic.

Four hundred and thirty-three (433) classified applicants identified as Hmong which constituted 6% of the total classified applicants districtwide and comprised 43% of Asian/Pacific Islander classified applicants in 2022-23.

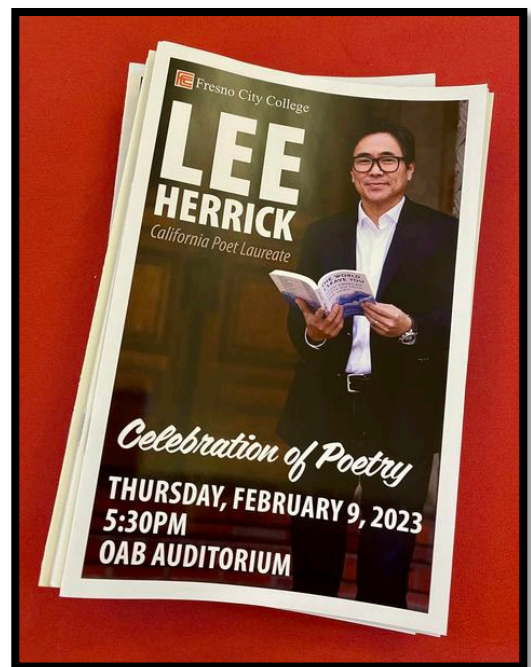
Two hundred and fifteen (215) classified applicants identified as having a disability which comprised 3% of total classified applicants districtwide in 2022-23.

Graph 1.2: Districtwide Classified Applicant Data – Gender

1.2 Classified/Gender

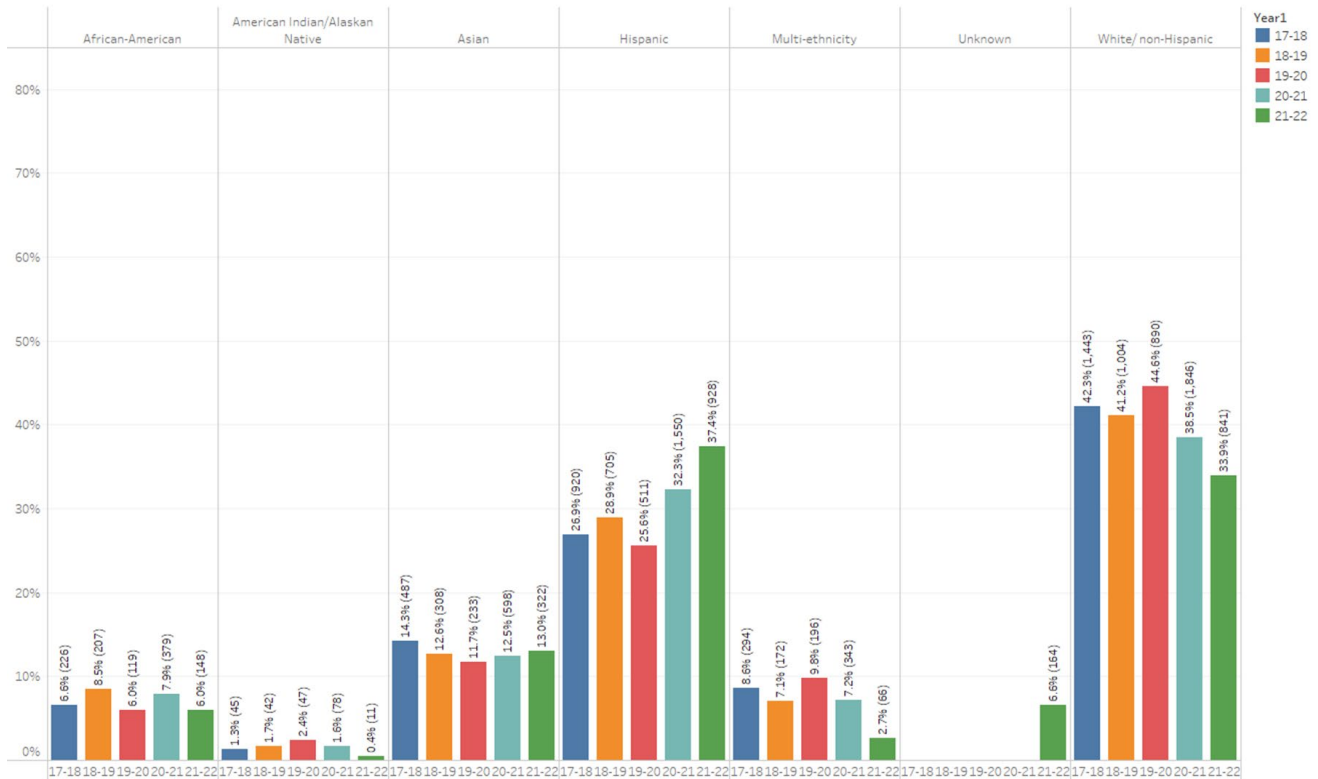


Leading into and during the pandemic, the District’s classified applicant pool was heavily dominated by applicants identifying as female, however, in 2021-22, that proportion dropped corresponding to an increase in classified applicants identifying as male in 2021-22. In 2022-23, applicants identifying as female have rebounded. 2022-23 also saw an increase in the number of classified applicants identifying as non-binary.



Graph 1.3: Districtwide Faculty Applicant Data – Race

1.3 Faculty/Race



The percentage of applicants identifying as Hispanic reached a 5-year high in 2022-23 at 37.42%. The percentage of applicants identifying as Asian decreased slightly over the 5-year measurement period and applicants identifying as Black/African-American and American Indian/Alaskan Native decreased slightly in 2022-23.

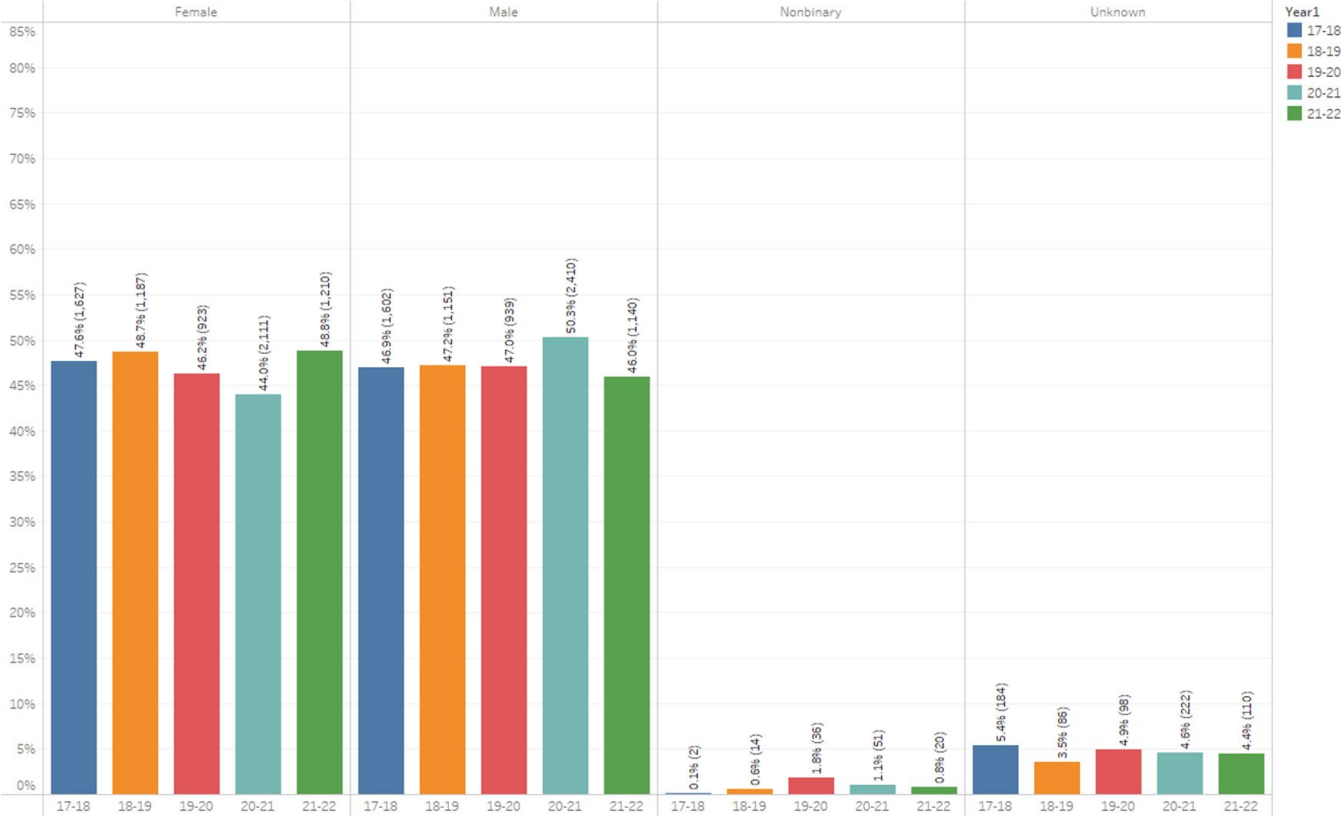
While the Hispanic population reached a 5-year high, it is still not representative of the population of the greater metropolitan area.

Ninety-six (96) faculty applicants identified as Hmong which constituted 4% of faculty applicants districtwide and 30% of Asian/Pacific Islander faculty applicants in 2022-23.

One hundred thirty-eight (138) faculty applicants identified as having a disability which constituted 6% of total faculty applicants districtwide in 2022-23.

Graph 1.4: Districtwide Faculty Applicant Data – Gender

1.4 Faculty/Gender



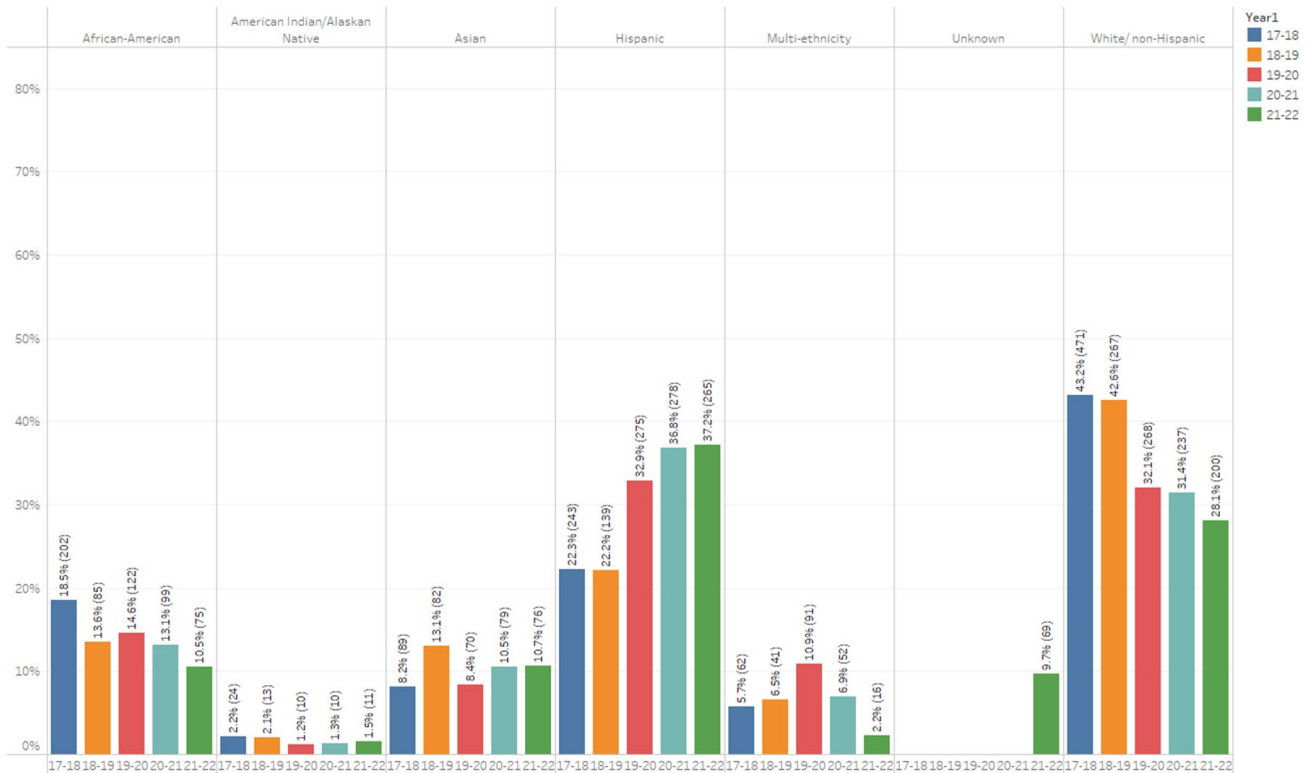
The gender of faculty applicants remains fairly consistent over the five-year period. The number of faculty applicants identifying as non-binary has also remained steady.





Graph 1.5: Districtwide Management Applicant Data – Race

1.5 Admin/Race



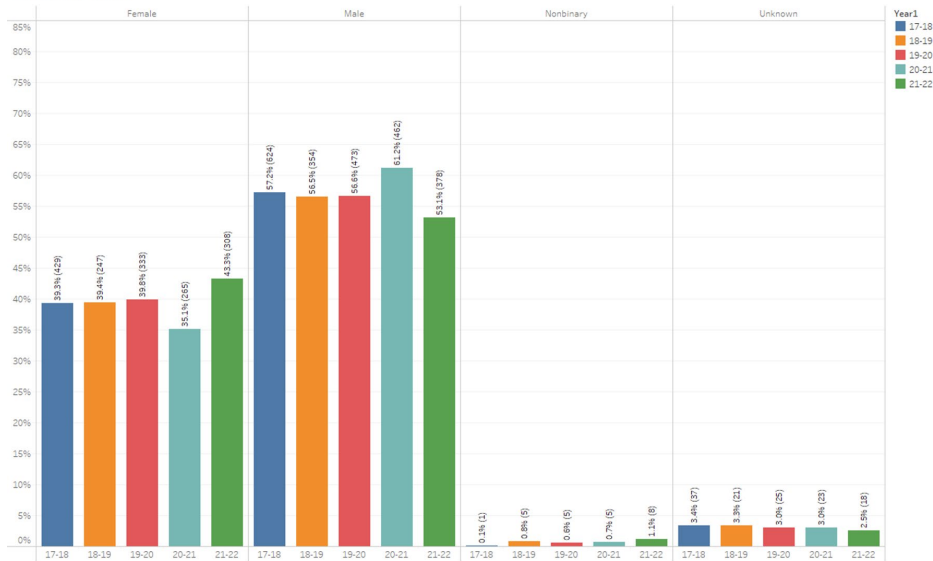
2021-22 saw an increase in the percentage of applicants for management positions who identify as Hispanic at 37%, which held steady into 2022-23. The number and percentage of management applicants who identify as Black/African-American decreased slightly from 13% in 2021-22 to 11% in 2022-23. Management applicants identifying as American Indian/Alaskan Native remained steady over the last five years and the percentage of applicants identifying as Asian increased compared to five years ago.

Twenty-six (26) applicants for management positions identified as Hmong, which comprised 4% of the total districtwide management applicants and 34% of the Asian/Pacific Islander applicants in 2022-23.

Twenty-five (25) applicants for management positions identified as having a disability which comprised 3% of the total districtwide management applicants.

## Graph 1.6: Districtwide Management Applicant Data – Gender

1.6 Admin/Gender

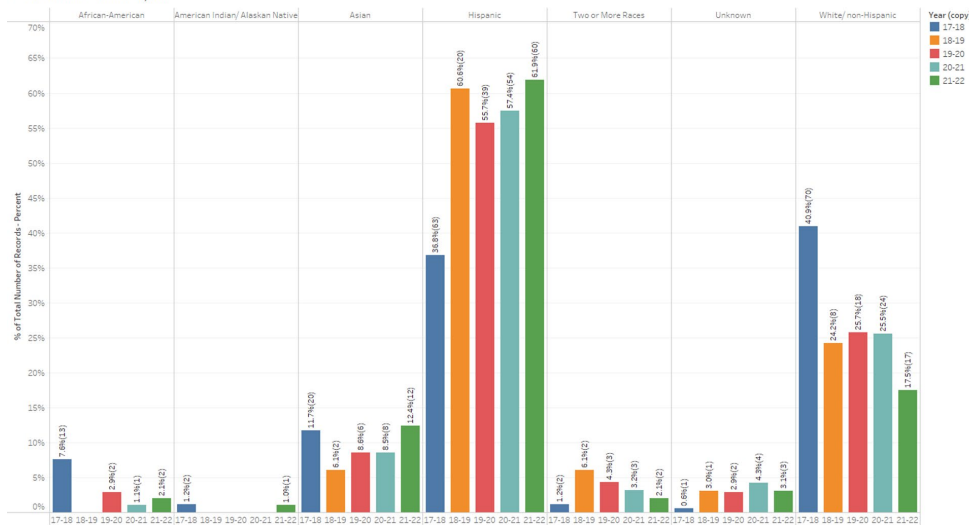


More management applicants historically identify as male than female. The number of management applicants identifying as non-binary increased slightly in the past year, although the percentage remains the same.

## Districtwide New Hire Data

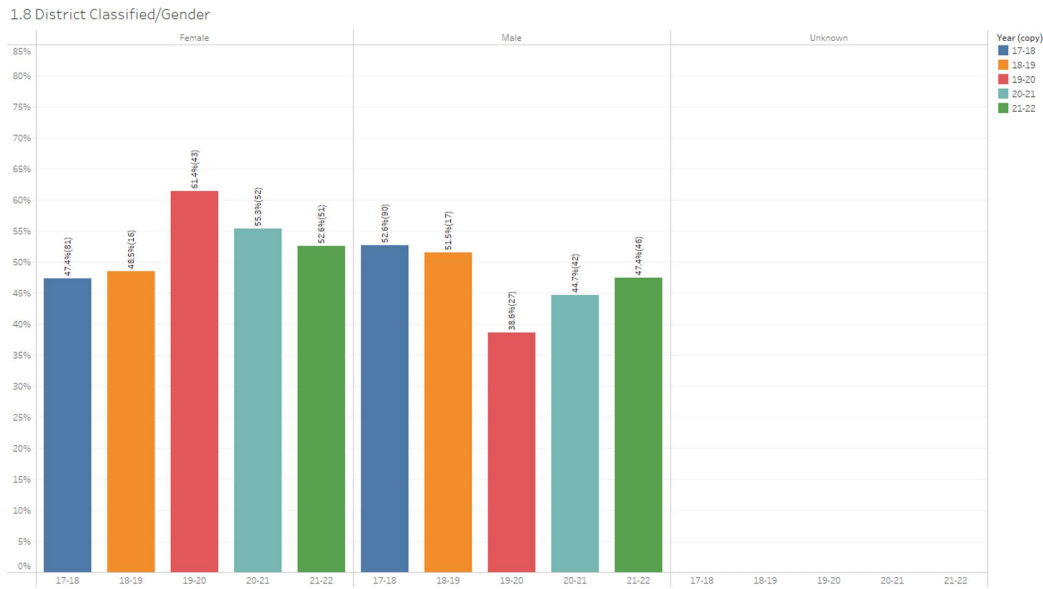
Graph 1.7: Districtwide Classified New Hire Data – Race

1.7 District Classified/Race



This graph representing the classified new hires shows a decreased number identifying as African-American/Black over the course of the pandemic, and that number has not yet recovered. We also increased our number and proportion of classified new hires identifying as Asian and as Hispanic over the last year. A decrease in new hires identifying as White/non-Hispanic indicates more classified new hire diversity overall for last year compared to previous years.

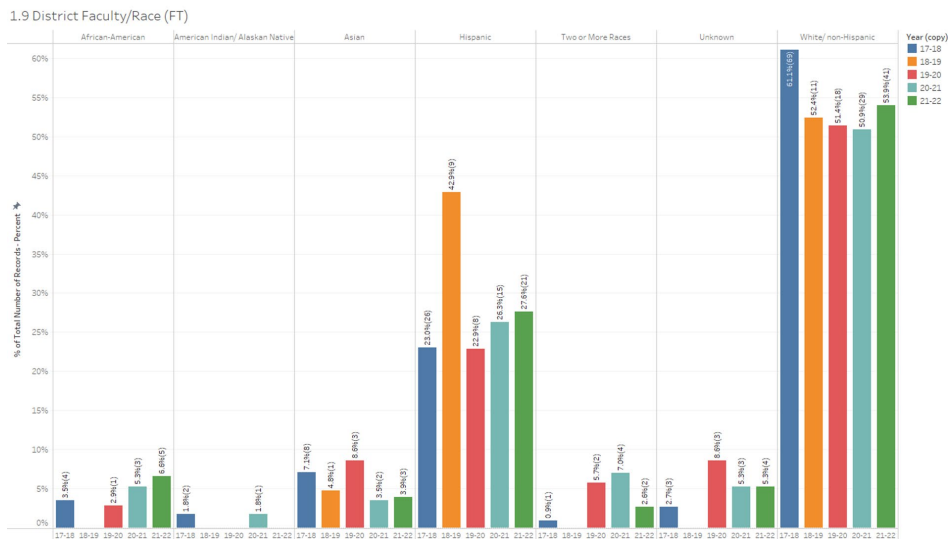
## Graph 1.8: Districtwide Classified New Hire Data – Gender



The gender ratio among the districtwide classified new hires has remained fairly consistent over the five-year period with slightly higher new hires identifying as female for the past three years. No classified new hires identified as nonbinary.

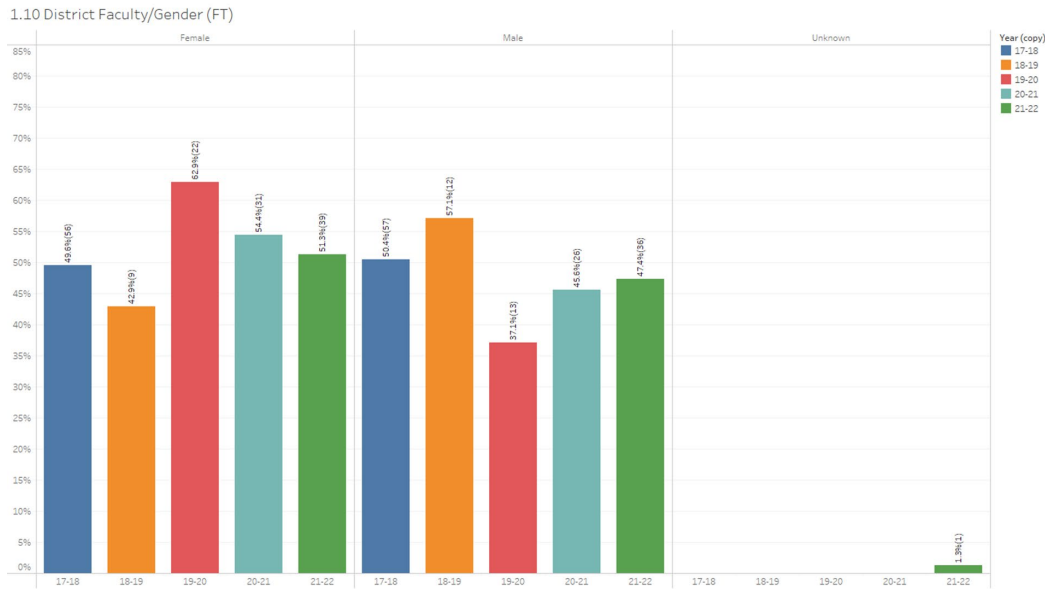
## Graph 1.9: Districtwide Faculty New Hire Data – Race

*\*New hire faculty data does NOT include transfers, change of assignments, or those hired into full-time temporary positions.*



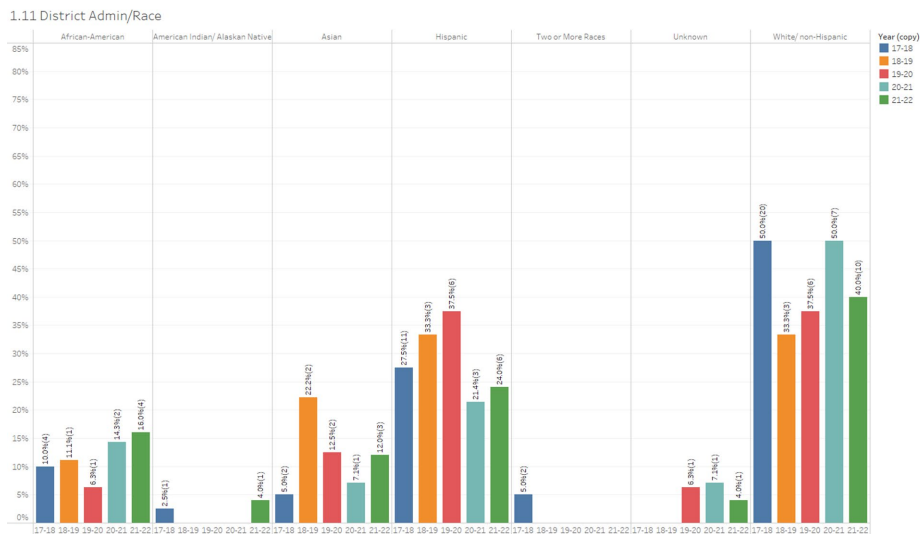
The percentage of faculty new hires identifying as African-American/Black, Asian, Hispanic and Two or More Races has increased since pre-pandemic levels. In the last year, we also saw the highest counts of faculty new hires who identified as African-American/Black. Faculty new hires who identify as Asian decreased from 2019-2023. There is a consistent decreasing trend in faculty new hires who identify as White over the past five years.

Graph 1.10: Districtwide Faculty New Hire Data – Gender



The overall trend for gender distribution for the District’s faculty new hire population is consistent, with around 52% reporting as female and 47% reporting as male in the last year.

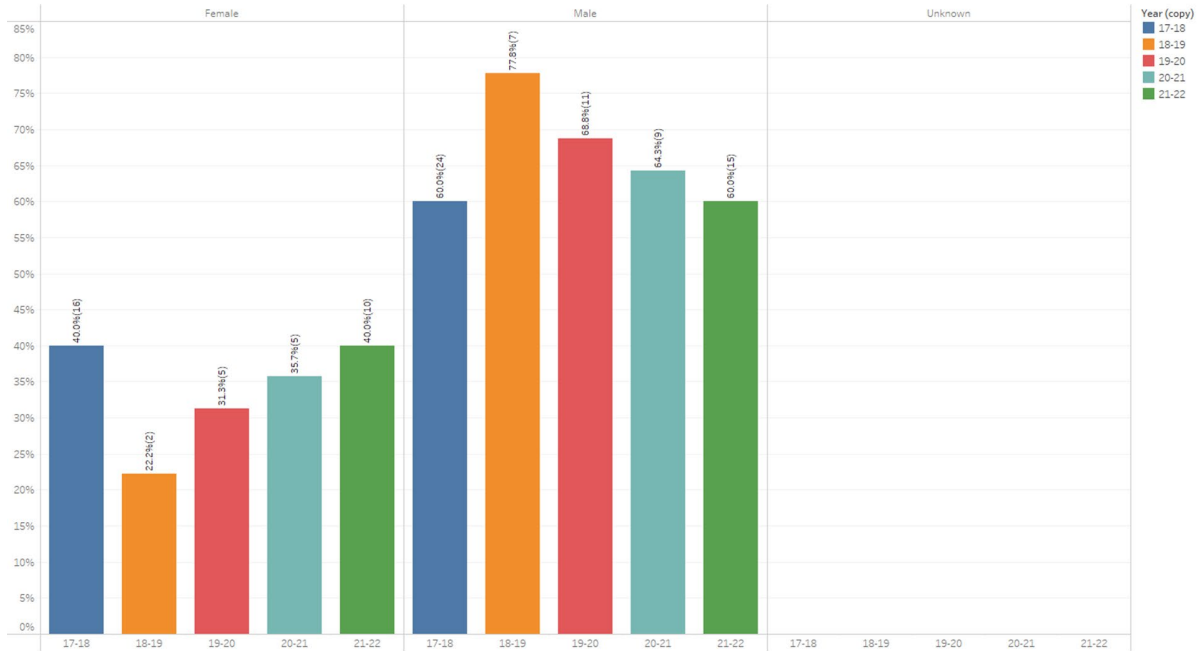
Graph 1.11: Districtwide Management New Hire Data – Race



The demographics of the District’s management new hires is difficult to analyze using trend graphs because the population is very small and, therefore, the loss or gain of a single employee may change the profile. As shown in the chart, the numbers have fluctuated over the years. Overall, the number of new management hires identifying as African-American/Black have trended upward over the last five years, with 2021 being the outlier. From pre-pandemic hire data, we have seen an increase in management new hires in those identifying as African-American/Black, American Indian/Alaskan Native and Asian. The majority of new management hires over the past five years identify as White.

Graph 1.12: Districtwide Management New Hire Data – Gender

1.12 District Admin/Gender



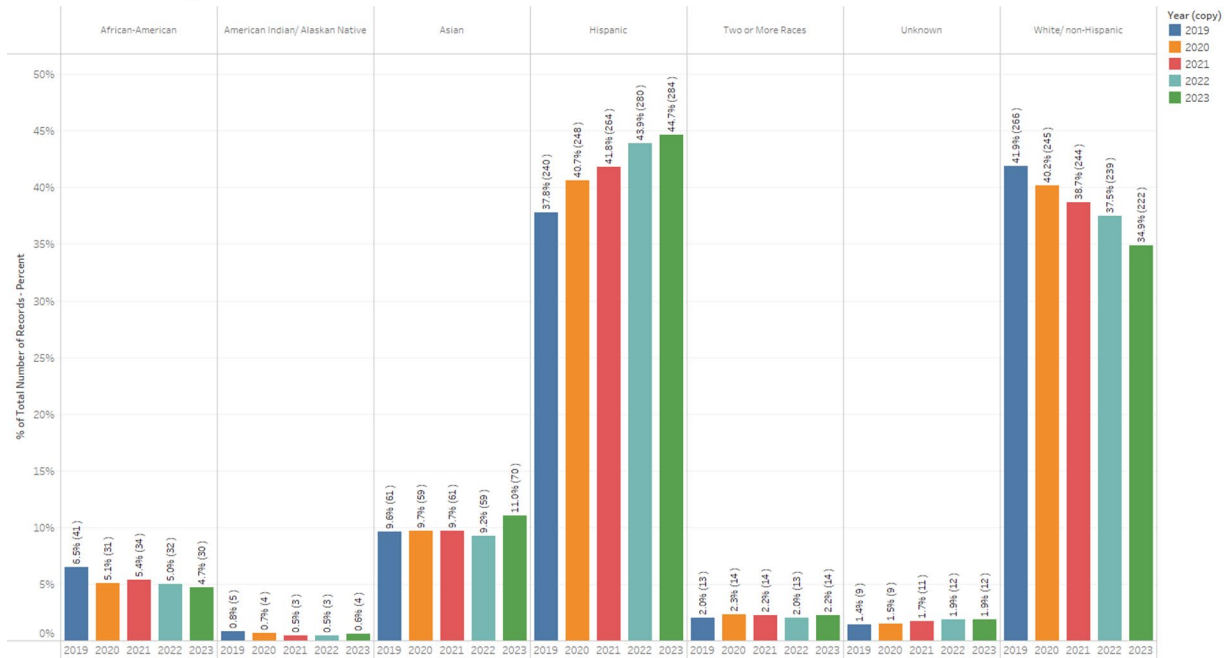
The overall gender distribution for management new hires has fluctuated over the years with those identifying as female disproportionately lower than those identifying as male across all five years. None of the management new hires identified as nonbinary.



## Districtwide Workforce Data

Graph 1.13: Districtwide Classified Workforce Data – Race

1.13 District Classified/Race



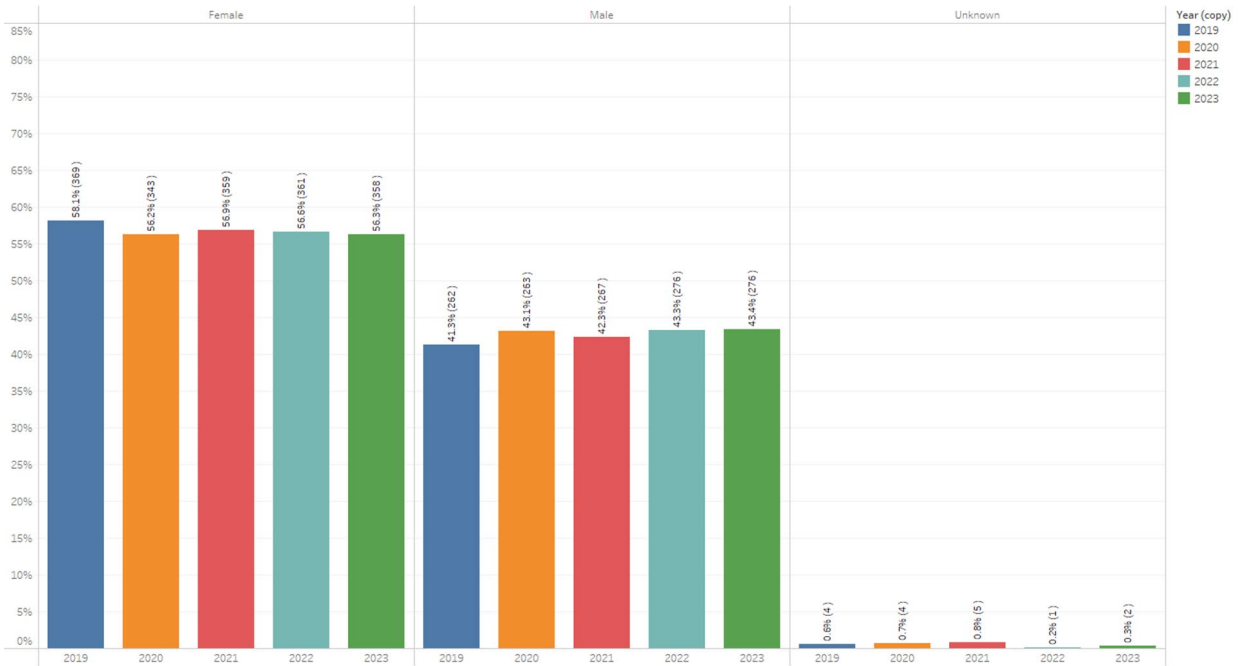
(As a reminder, current employees have not been resurveyed since the District began collecting data on non-binary.) The demographics for the District’s classified workforce has become more diverse over the years. The White/Non-Hispanic percentages continue to decrease and the Hispanic group has steadily increased over the last five years. More Asian staff were added to the classified workforce in 2023 than in prior years during this period.

Six (6) classified employees identified as Hmong, which comprises less than 1% of total classified employees districtwide and 54% of the total of the Asian/Pacific Islander classified demographic in 2022-23.

Twenty (20) classified employees identified as having a disability, or approximately 3% of total employees districtwide in 2022-23.

Graph 1.14: Districtwide Classified Workforce Data – Gender

1.14 District Classified/Gender

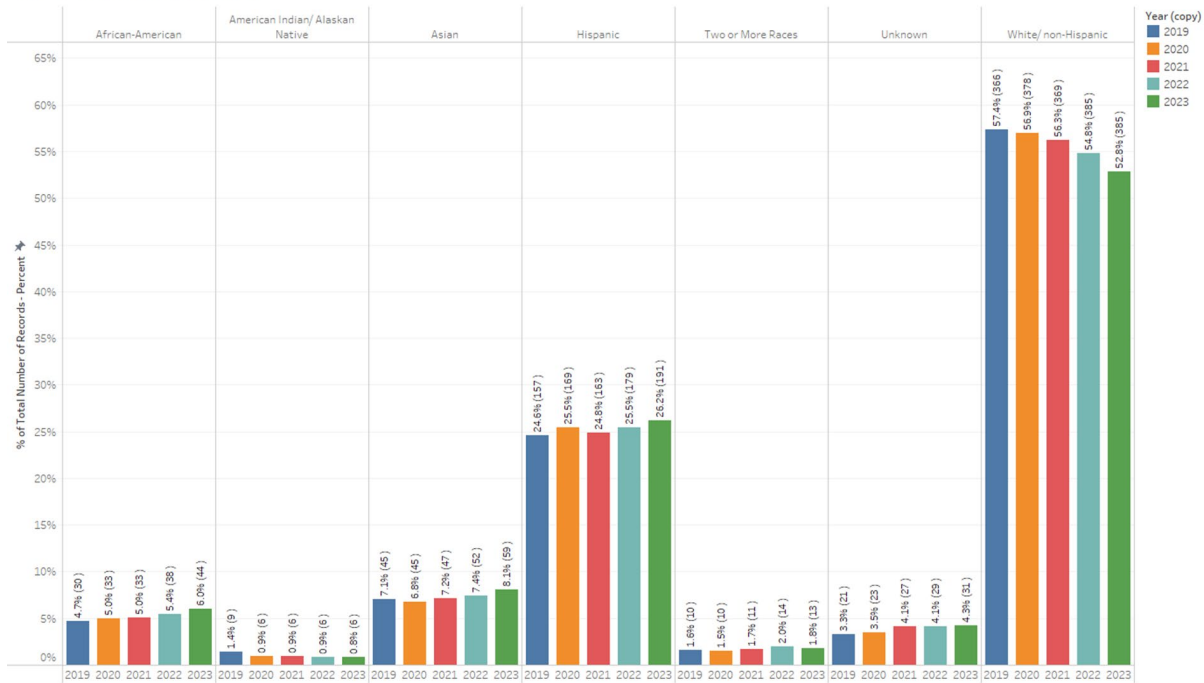


Classified gender demographic trends show the District’s classified workforce is disproportionately female overall. Less than 1% of the classified workforce identified as non-binary.



Graph 1.15: Districtwide Faculty Workforce Data – Race

1.15 District Faculty/Race (FT)



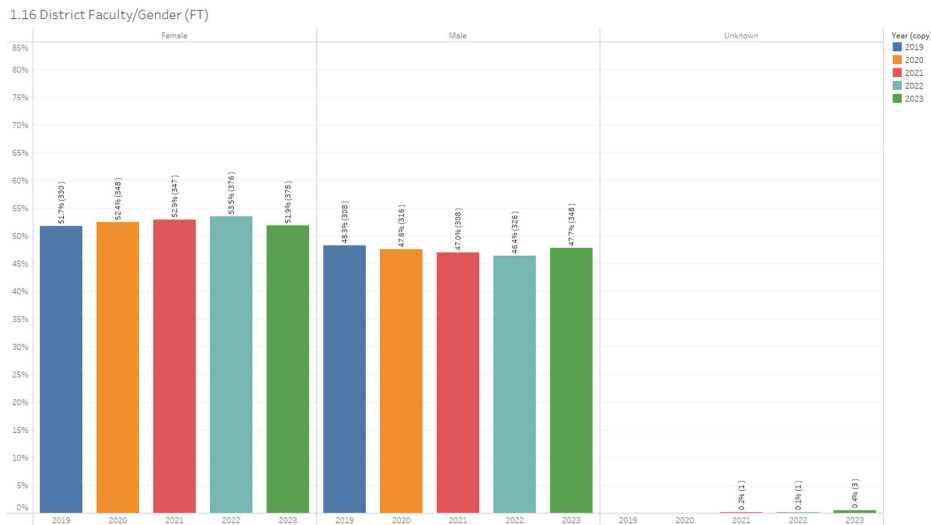
Trends in the District’s faculty workforce have overall been moving towards a more diverse workforce over the last five years with small increase and decreases. Faculty identifying as White/Non-Hispanic continue to decrease over time and those identifying as African-American/Black, Asian, Hispanic and Multi-Racial show an increasing trend compared to pre-pandemic proportions. The proportion of faculty districtwide who identify as American Indian/Alaskan Native and those who do not report a racial/ethnic identity remain stable.

Fifteen (15) total faculty employees identified as “Hmong” or less than 1% of the districtwide total and less than 1% of the total Asian/Pacific Islander demographic in 2022-23.

Seventeen (17) total faculty employees identified as having a disability, which is approximately 2% of the districtwide total in 2022-23.

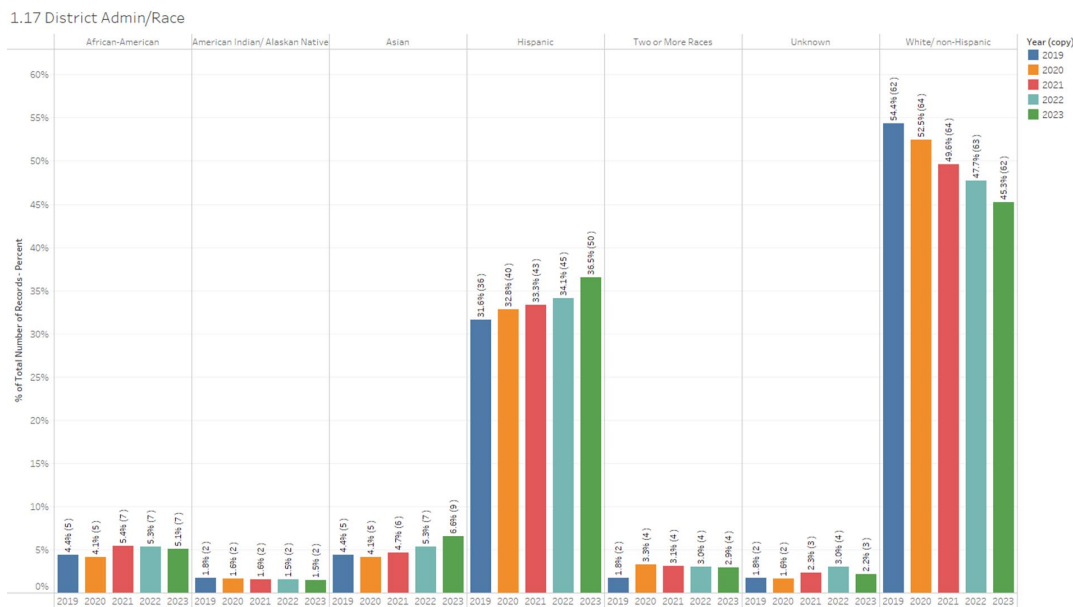


Graph 1.16: Districtwide Faculty Workforce Data – Gender



Faculty gender has remained fairly consistent and more balanced than other employees groups throughout the analyzed period.

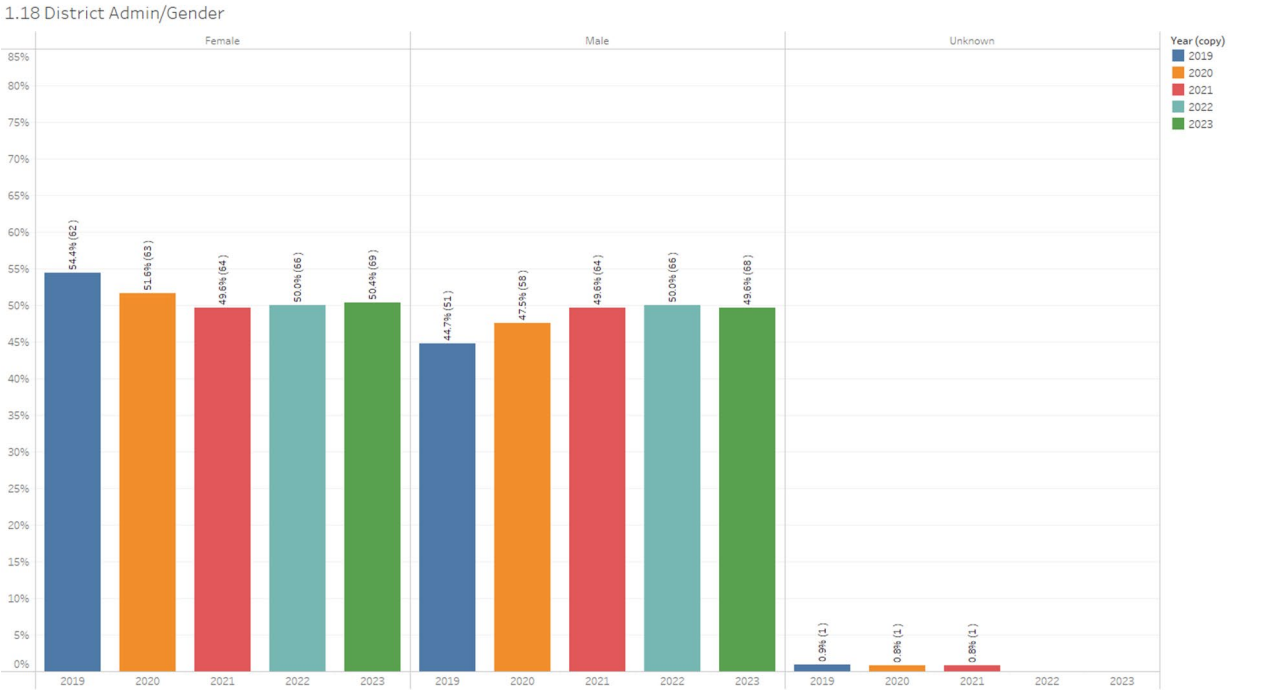
Graph 1.17: Districtwide Management Workforce Data – Race



The trend in demographics for the district’s management workforce shows some stability in management identifying as American Indian/Alaskan Native, and African-American/Black. There was a slight increase in 2023 in managers identifying as Asian and managers identifying as Hispanic is steadily increasing from 31% to 36% over five years. Managers identifying as White have decreased from 54% to 45% over the same timeframe.

Four (4) total management employees identified as having a disability, which is approximately 2% of the districtwide total in 2022-23.

Graph 1.18: Districtwide Management Workforce Data – Gender



The ratio of female to male management employees in our workforce show an equitable, nearly 50/50 split.



# Fresno City College Data



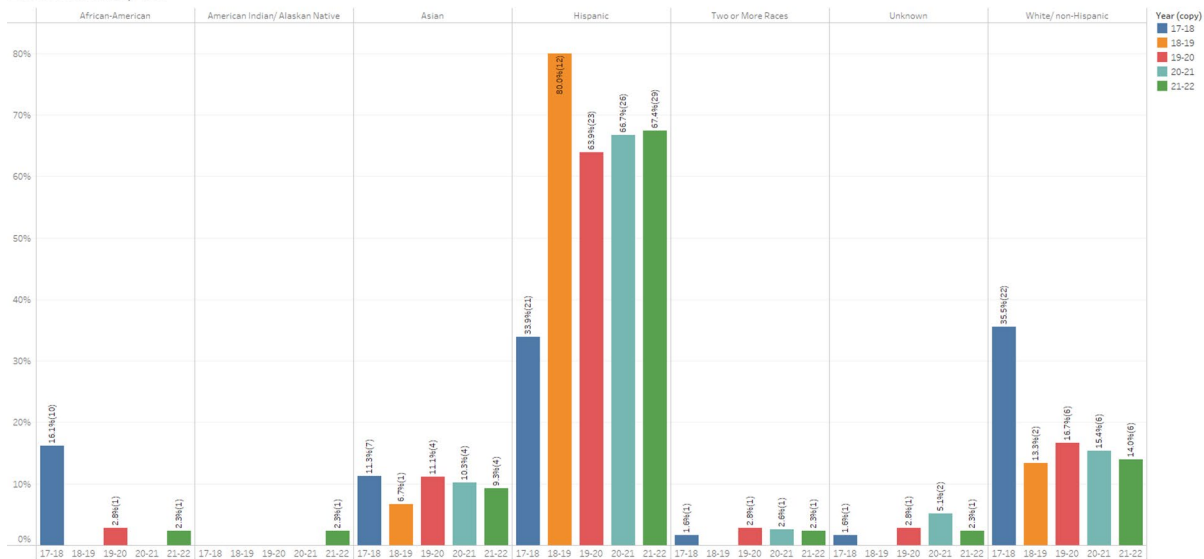
Fresno City College



## Fresno City College New Hire Data

Graph 2.1: Fresno City College Classified New Hire Data – Race

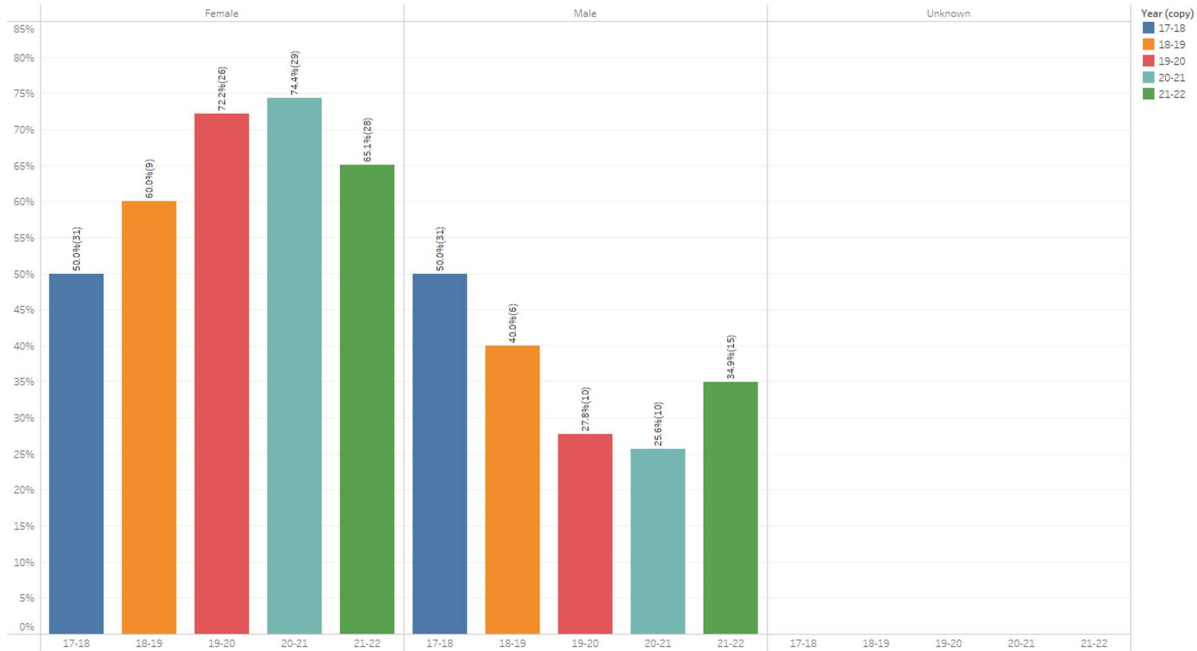
2.1 FCC Classified/Race



As shown in the chart above, there is an increasing trend in the percentage of classified new hires at Fresno City College identifying as Hispanic and a decreasing trend in the percentage of new hires identifying as White/Non-Hispanic.

Graph 2.2: Fresno City College Classified New Hire Data – Gender

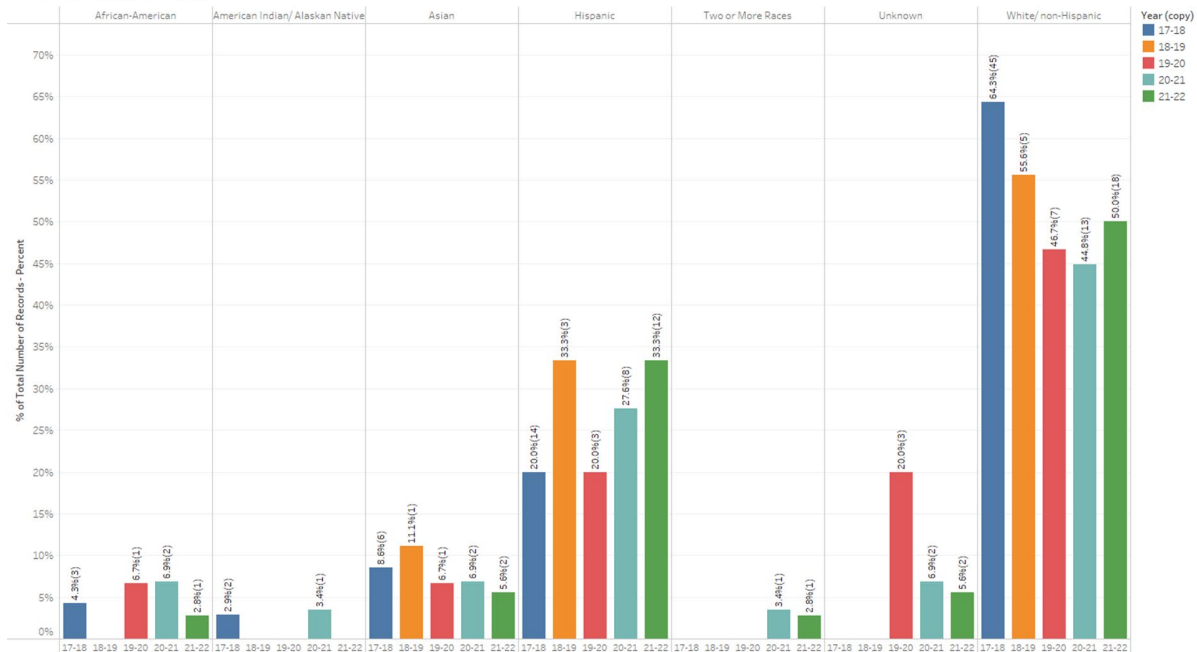
2.2 FCC Classified/Gender



The gender distribution for classified new hires at Fresno City College identifying as female saw an increasing trend from 2019 to 2022 and then a decrease in 2023.

Graph 2.3: Fresno City College Faculty New Hire Data – Race

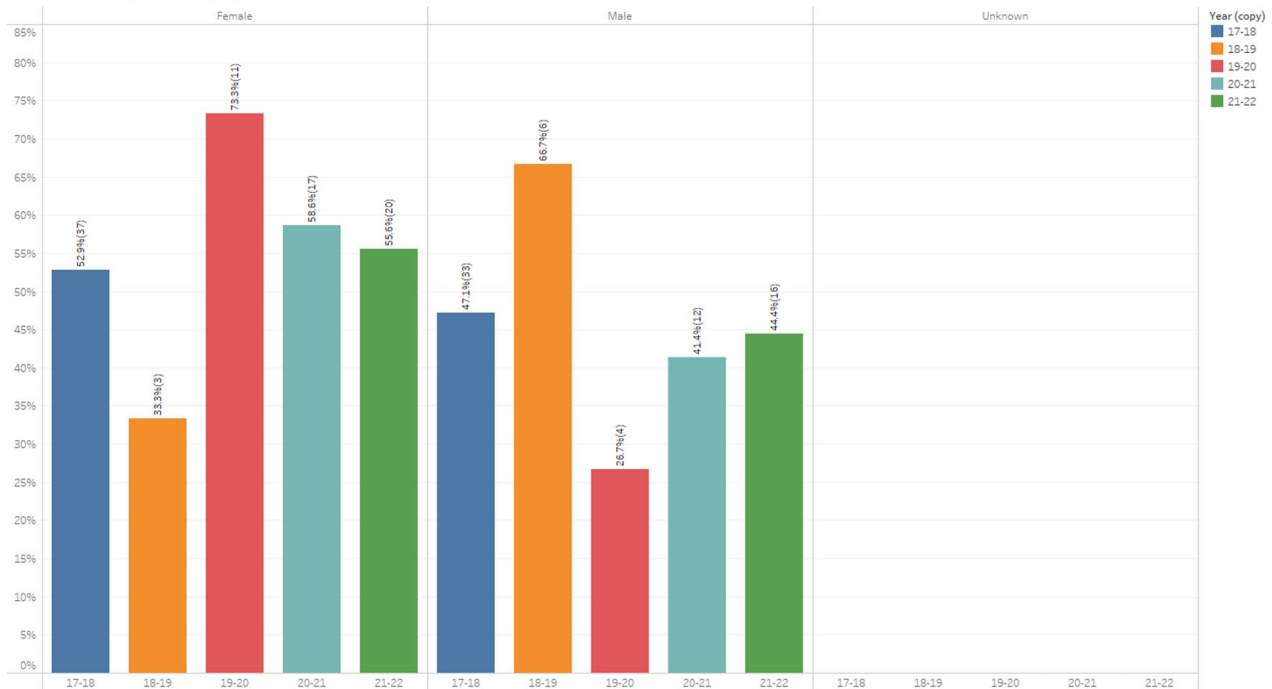
2.3 FCC Faculty/Race (FT)



The percentage of faculty new hires at Fresno City College identifying as Asian decreased over the past 5 years while the percentages of faculty new hires identifying as African-American/Black and as Hispanic has fluctuated up and down.

## Graph 2.4: Fresno City College Faculty New Hire Data – Gender

2.4 FCC Faculty/Gender (FT)



The gender ratio of new hire faculty at FCC has fluctuated over the year with 2023 ending with slightly higher female hires than male.

## Graph 2.5: Fresno City College Management New Hire Data – Race

The demographics of Fresno City College’s Management New Hire data for the period from 2019-2023 is very small and it is not possible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

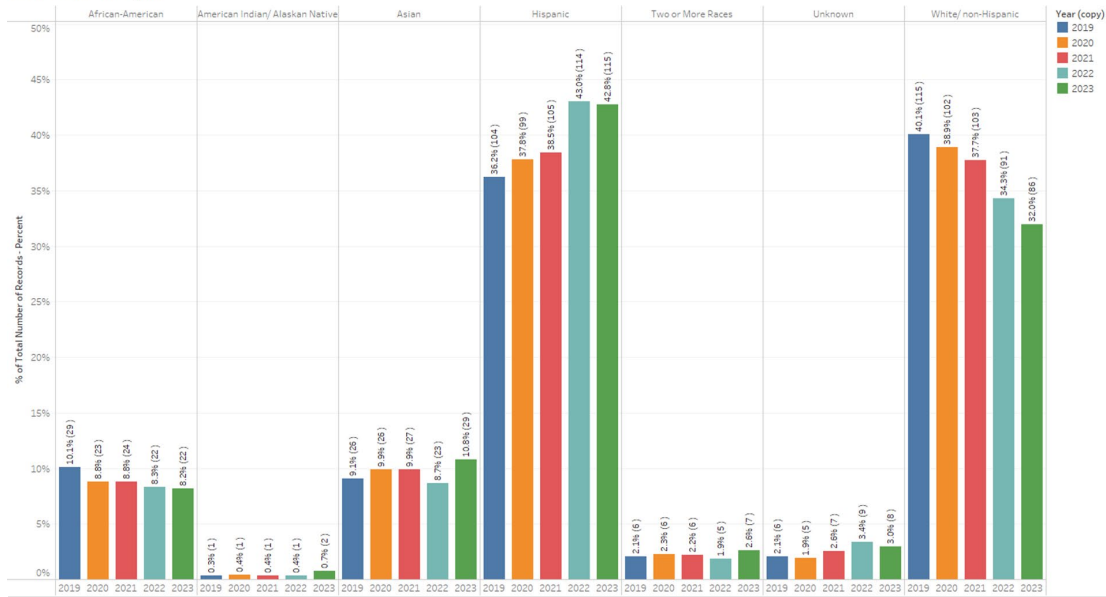
## Graph 2.6: Fresno City College Management New Hire Data – Gender

The demographics of Fresno City College’s Management New Hire data for the period from 2019-2023 is very small and it is not possible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

# Fresno City College Workforce Data

Graph 2.7: Fresno City College Classified Workforce Data – Race

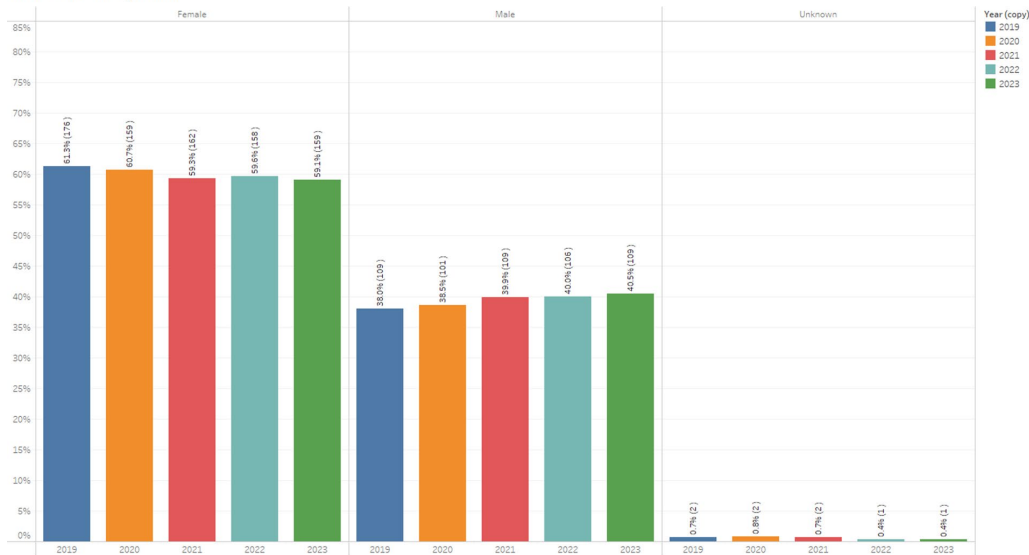
2.7 FCC Classified/Race



Classified employee demographics show a decreasing trend in the percentage identifying as White/Non-Hispanic and an increasing trend in the percentage identifying as Hispanic.

Graph 2.8: Fresno City College Classified Workforce Data – Gender

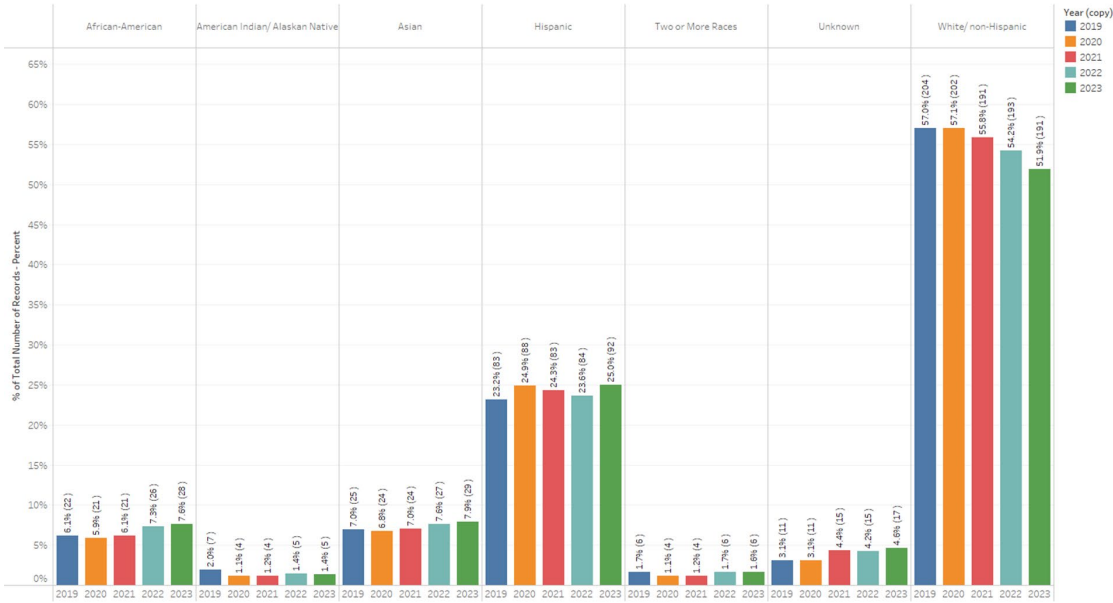
2.8 FCC Classified/Gender



Although the percentage of classified employees identifying as female has consistently remained higher than those identifying as male, there is a decreasing trend in the percentage of classified employees identifying as female. In 2023, less than 1% of classified employees identified as non-binary.

## Graph 2.9: Fresno City College Faculty Workforce Data – Race

2.9 FCC Faculty/Race (FT)

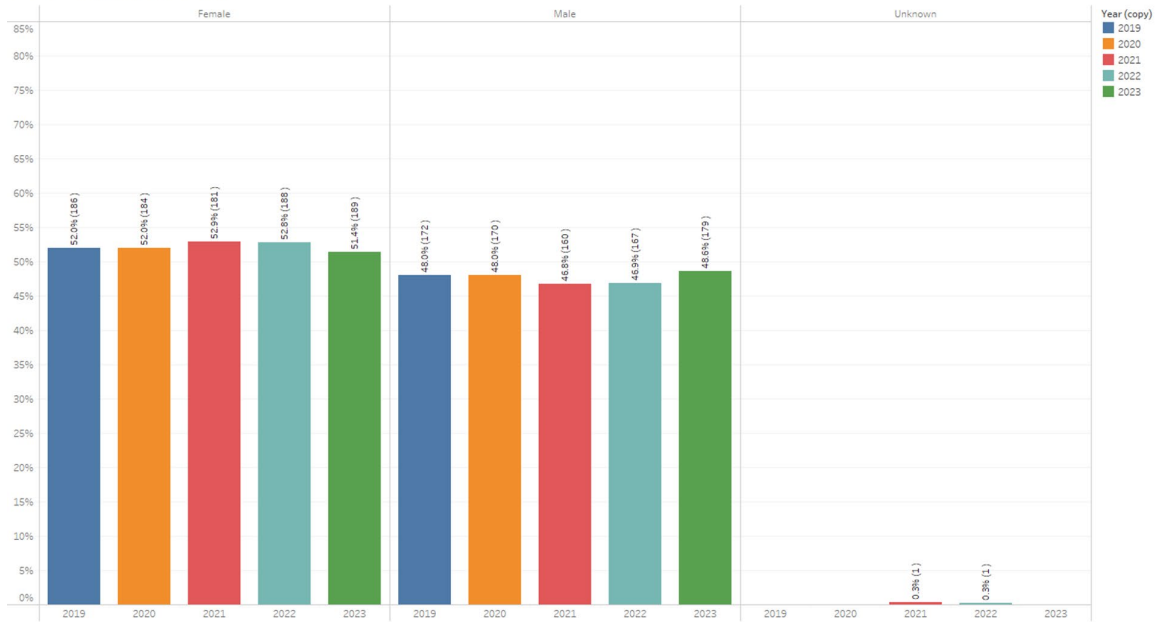


Fresno City College has seen a decreasing trend in the percentage of faculty identifying as White/Non-Hispanic. There is an increasing trend for the percentage of faculty identifying as African-American/Black, and Hispanic. There was a slight decrease in American Indian/Alaskan Native faculty and those identifying as Multiracial remained steady.



Graph 2.10: Fresno City College Faculty Workforce Data – Gender

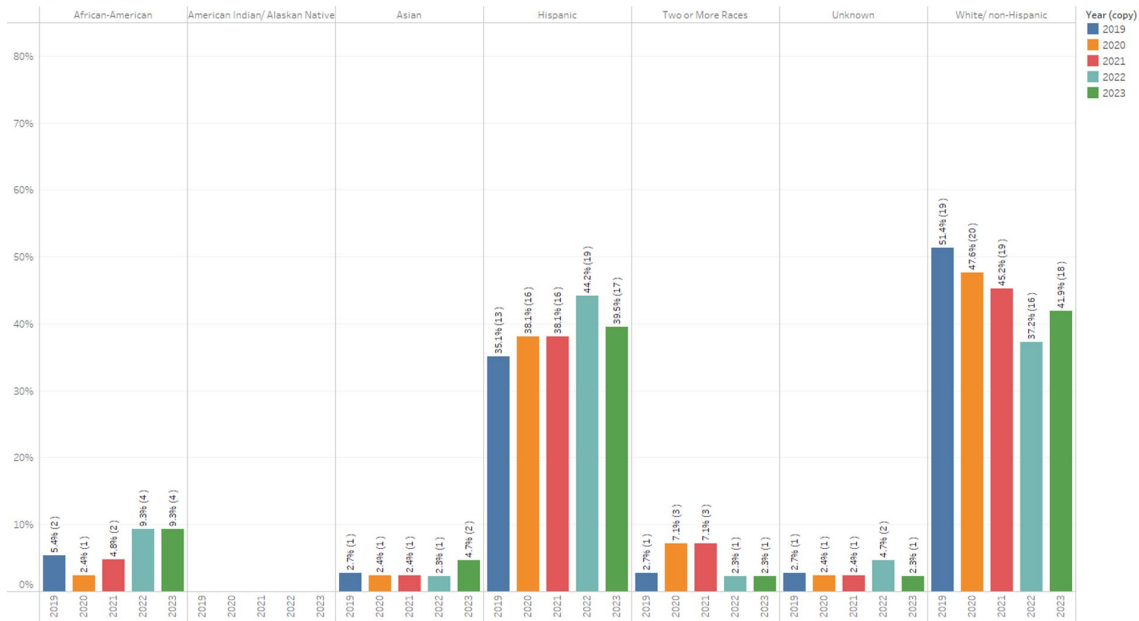
2.10 FCC Faculty/Gender (FT)



There have been small fluctuations in the faculty gender percentage trends with a slightly higher number of faculty identifying as female.

Graph 2.11: Fresno City College Management Workforce Data – Race

2.11 FCC Admin/Race

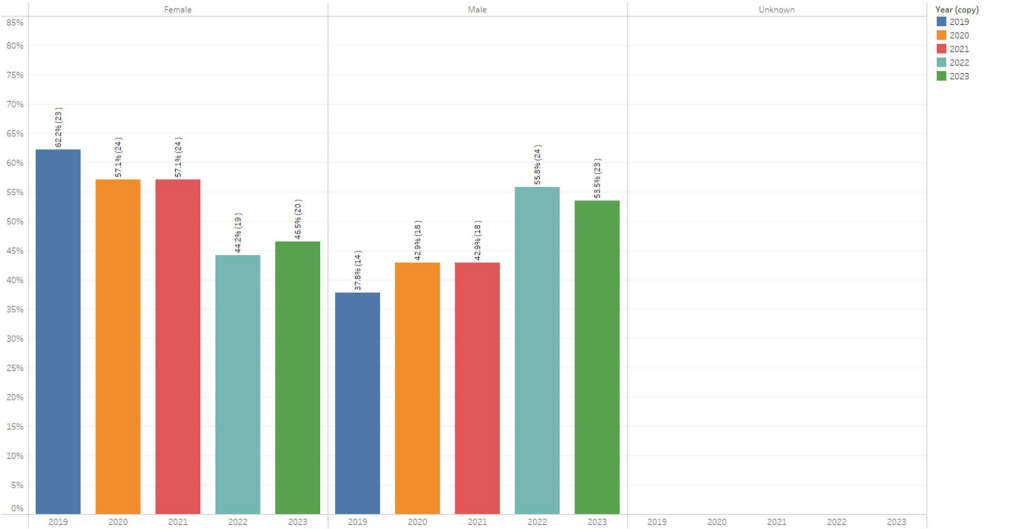


Fresno City College management employee demographics had a decreasing trend in the percentage of management identifying as White/Non-Hispanic with the exception of 2023. There is an increasing trend in the percentage of management identifying as African-American/Black.



# Graph 2.12: Fresno City College Management Workforce Data – Gender

2.12 FCC Admin/Gender



Previously, the percentage of management at Fresno City College identifying as female exceeded those identifying as male, but that changed in 2022 and now approximately 53% of managers identify as male vs 46% of female.



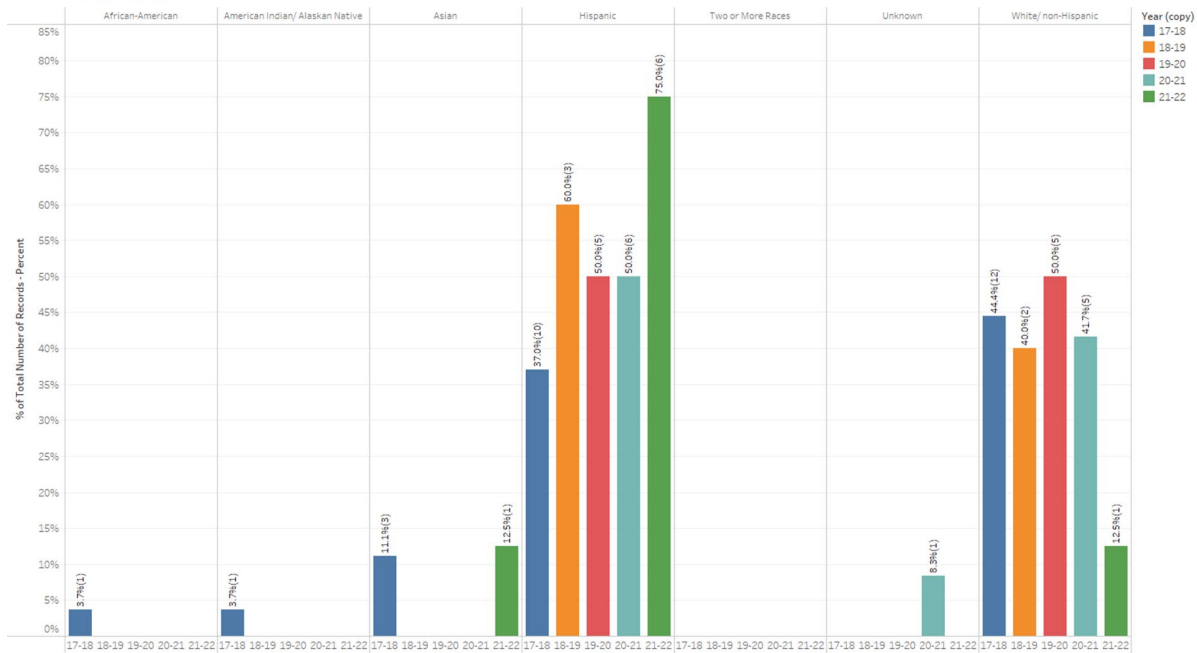
# Reedley College Data



## Reedley College New Hire Data

Graph 3.1: Reedley College Classified New Hire Data – Race

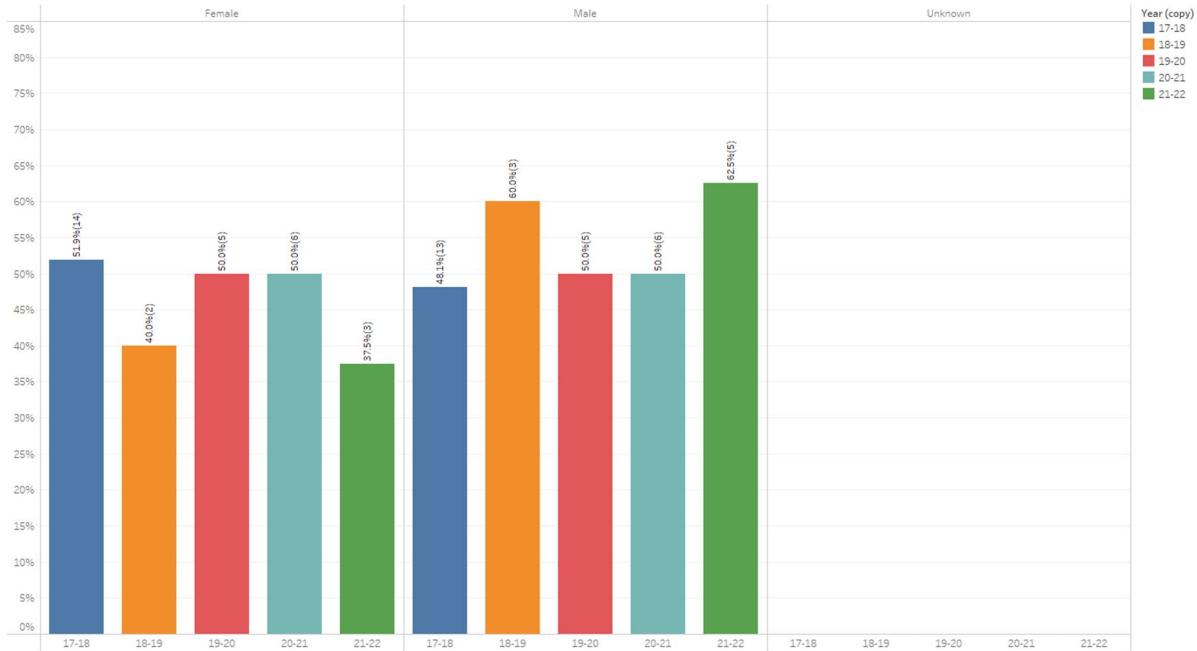
3.1 RC Classified/Race



The demographics of Reedley College’s Classified Staff New Hire data fluctuates greatly over the five year period as the data sets are small, however the majority of classified new hires identify as Hispanic.

Graph 3.2: Reedley College Classified New Hire Data – Gender

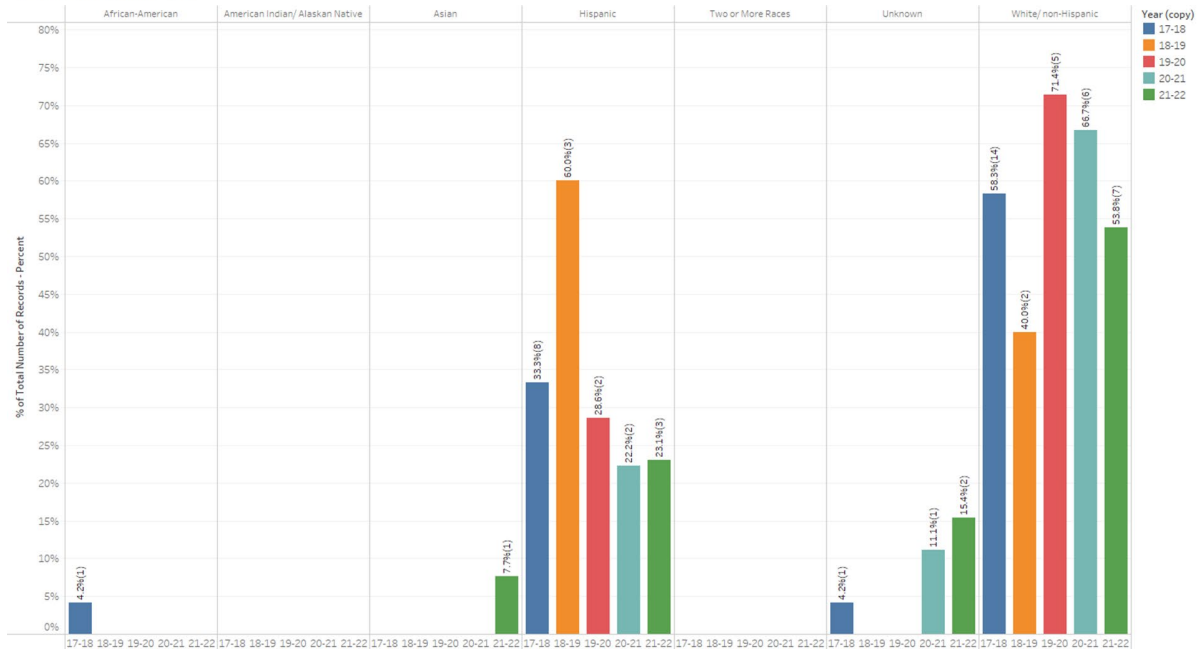
3.2 RC Classified/Gender



Classified new hire was balanced between male and female in 2021 and 2022, but more males than females were hired into classified positions in 2023. There were no classified new hires who identified as non-binary.

Graph 3.3: Reedley College Faculty New Hire Data – Race

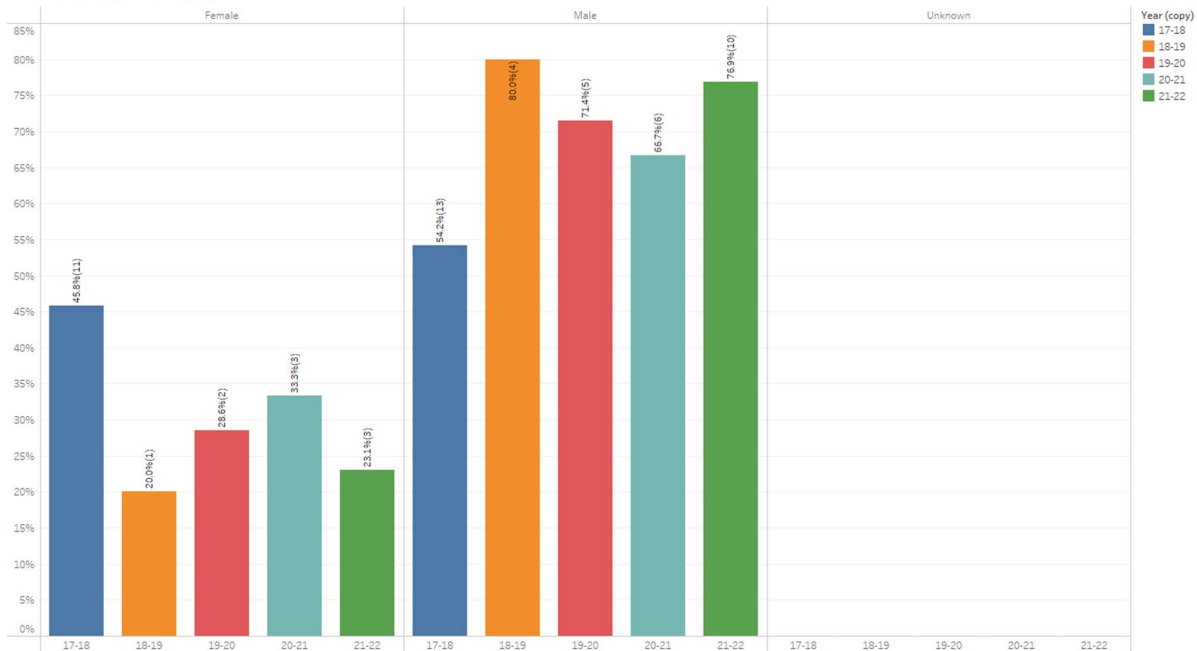
3.3 RC Faculty/Race (FT)



White/Non-Hispanic faculty hires continue to be the majority at Reedley College. Those who elected not to disclose has increased.

### Graph 3.4: Reedley College Faculty New Hire Data – Gender

3.4 RC Faculty/Gender (FT)



There are consistently more male faculty new hires than female faculty new hires.

### Graph 3.5: Reedley College Management New Hire Data – Race

The demographics of Reedley College’s Management new hire data is so small that it is impossible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

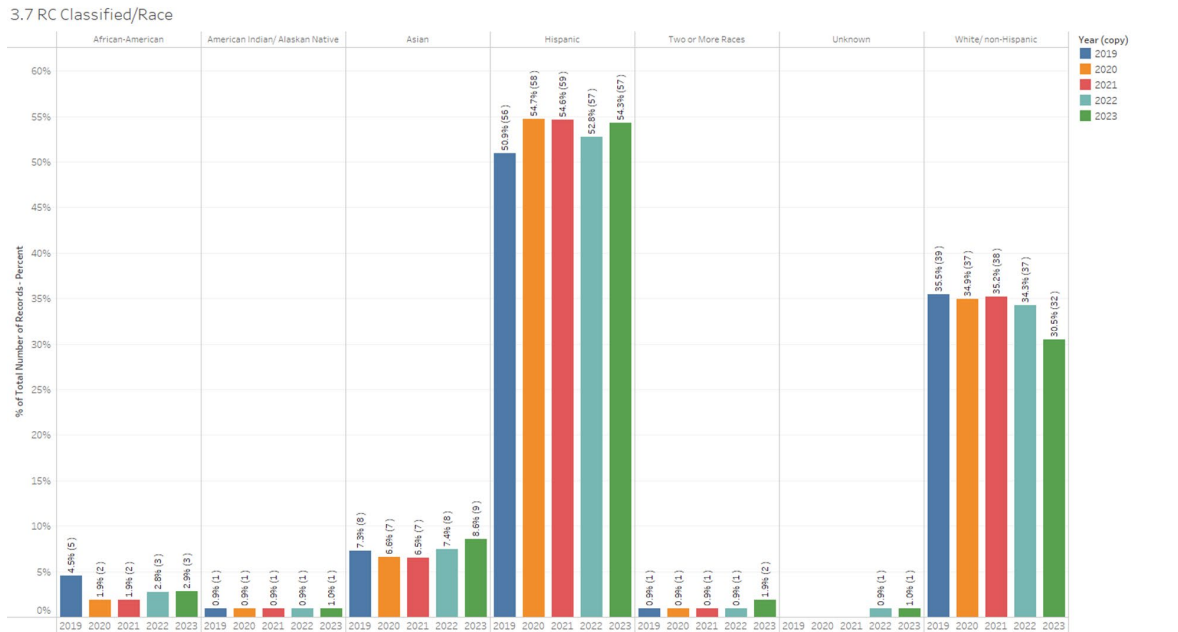
### Graph 3.6: Reedley College Management New Hire Data – Gender

The demographics of Reedley College’s Management new hires continue to be so small that it is impossible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.



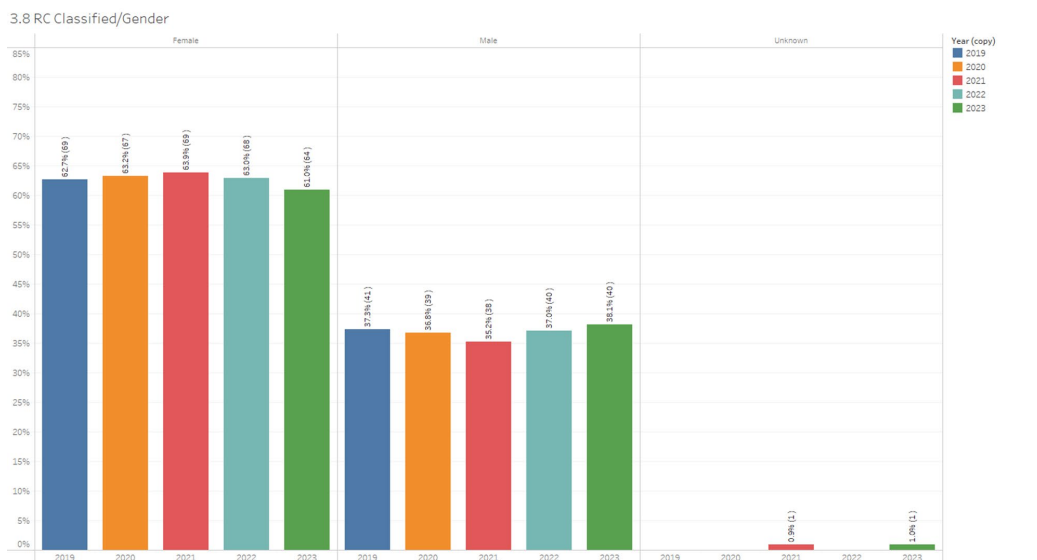
# Reedley College Workforce Data

Graph 3.7: Reedley College Classified Workforce Data – Race



Classified employees identifying as Asian continue to show an increasing trend since 2020. Classified employees identifying as Hispanic have fluctuated but remain the majority of classified employees at Reedley College. Classified employees identifying as White/Non-Hispanic show a slight decreasing trend from 2022 to 2023.

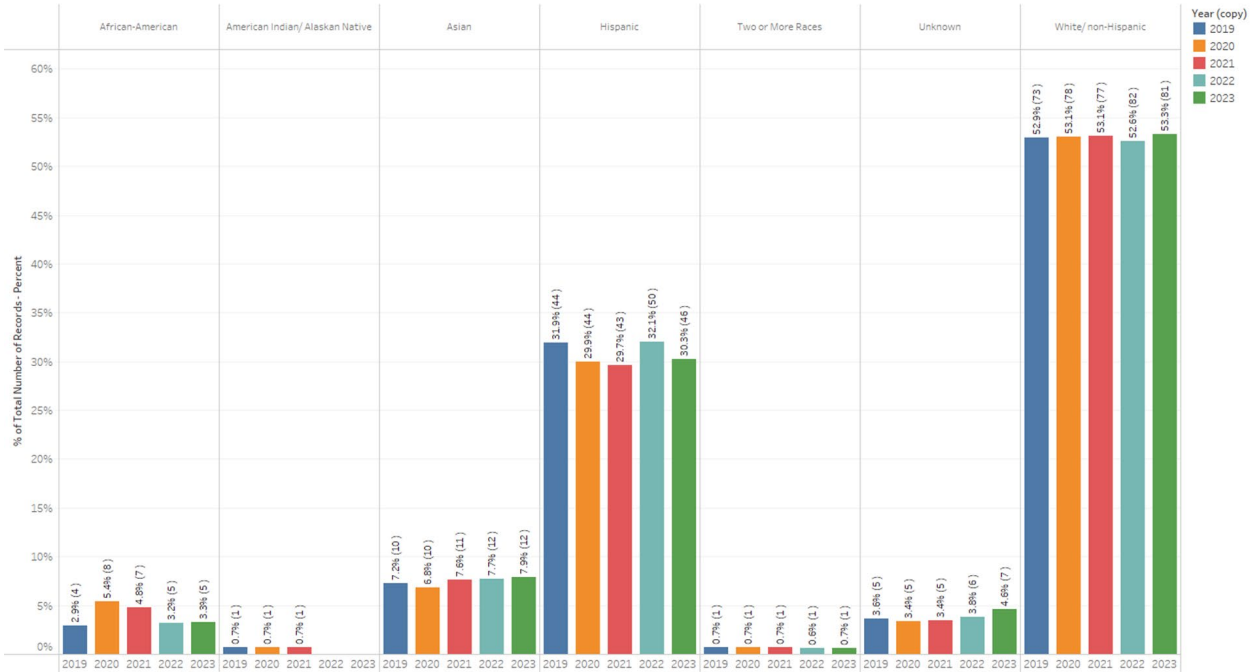
Graph 3.8: Reedley College Classified Workforce Data – Gender



The gender distribution of classified employees at Reedley College has remained consistent. Classified employees identifying as female remain a majority at 61% versus classified employees identifying as male at 38%.

### Graph 3.9: Reedley College Faculty Workforce Data – Race

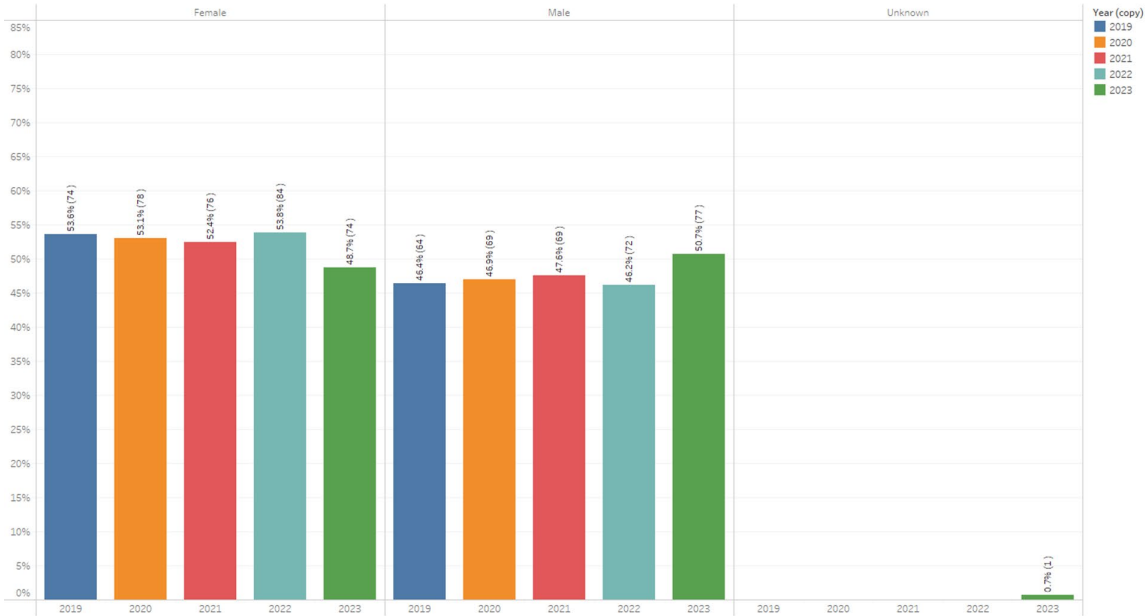
3.9 RC Faculty/Race (FT)



Reedley College’s faculty workforce showed a slight increasing trend in the White/Non-Hispanic group. The percentage of those identifying as Multiracial stayed steady. Those identifying as Asian had a slight increase. Those identifying as African-American/Black fluctuated over the 5-year period but ended higher than 2019.

### Graph 3.10: Reedley College Faculty Workforce Data – Gender

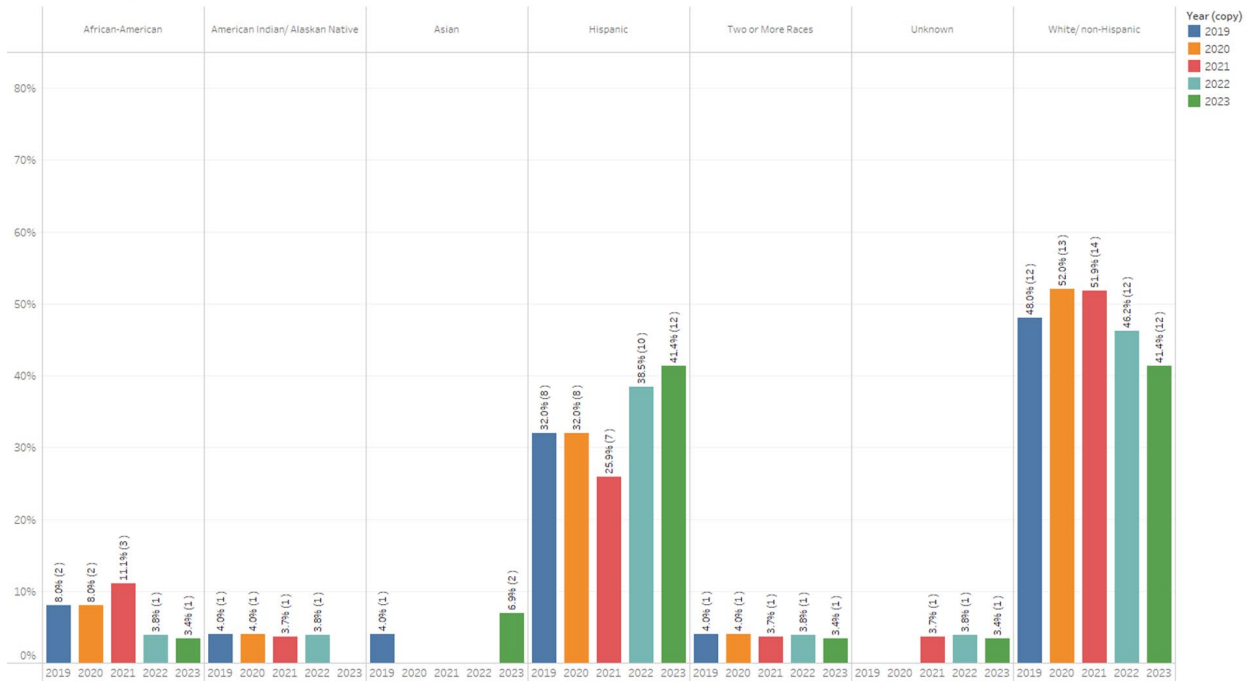
3.10 RC Faculty/Gender (FT)



The gender distribution of Reedley College’s faculty workforce has remained somewhat steady.

Graph 3.11: Reedley College Management Workforce Data – Race

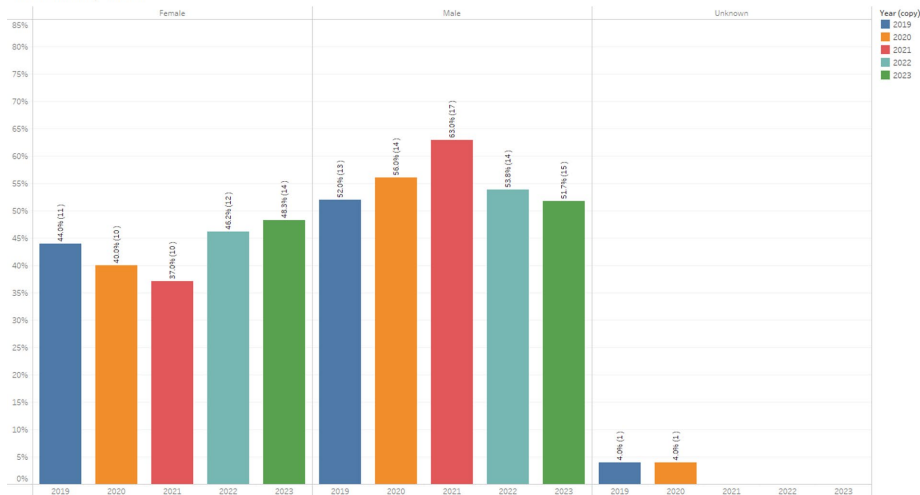
3.11 RC Admin/Race



Reedley College’s management workforce has a slight increasing trend in employees identifying as Hispanic. There was a decrease in the percentage of management employees identifying as African-American/Black from 2021 to 2022 which held steady in 2023 and a decrease in those identifying as White/Non-Hispanic from 2021 through 2023.

Graph 3.12: Reedley College Management Workforce Data – Gender

3.12 RC Admin/Gender



The gender distribution has fluctuated over the last 5 years, but remains predominantly male.

# Clovis Community College Data



## Clovis Community College New Hire Data

Graph 4.1: Clovis Community College Classified New Hire Data

### – Race

At times, the demographics of Clovis Community College’s classified new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual persons, the information will not be displayed.

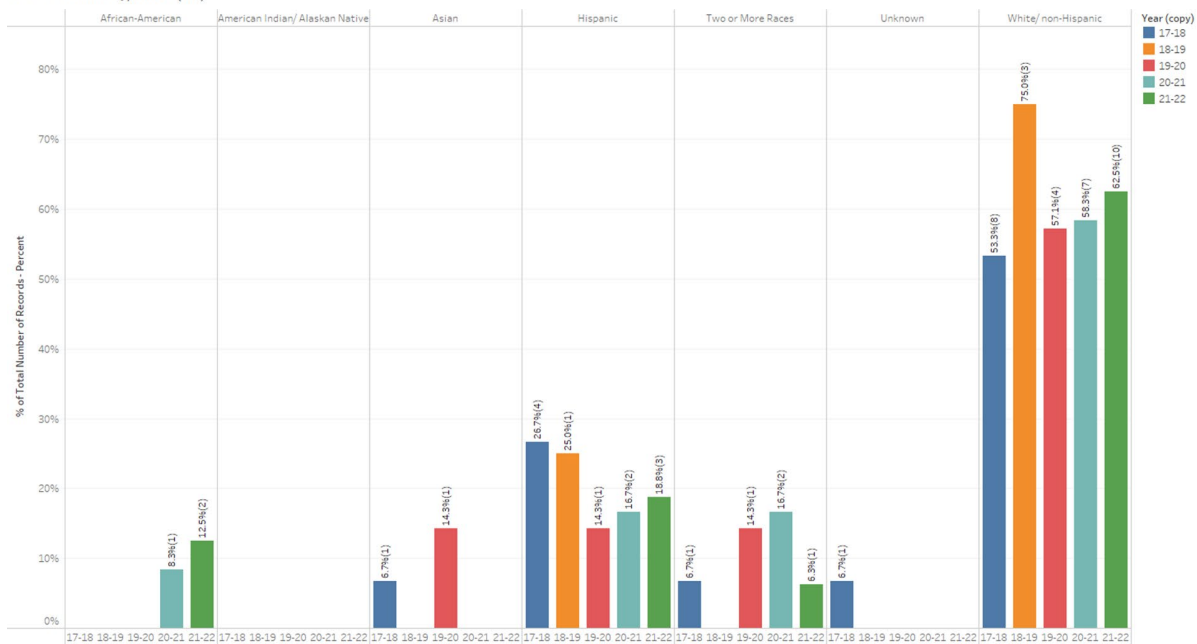
Graph 4.2: Clovis Community College Classified New Hire Data

### – Gender

At times, the demographics of Clovis Community College’s classified new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual persons, the information will not be displayed.

Graph 4.3: Clovis Community College Faculty New Hire Data – Race

4.3 CCC Faculty/Race (FT)

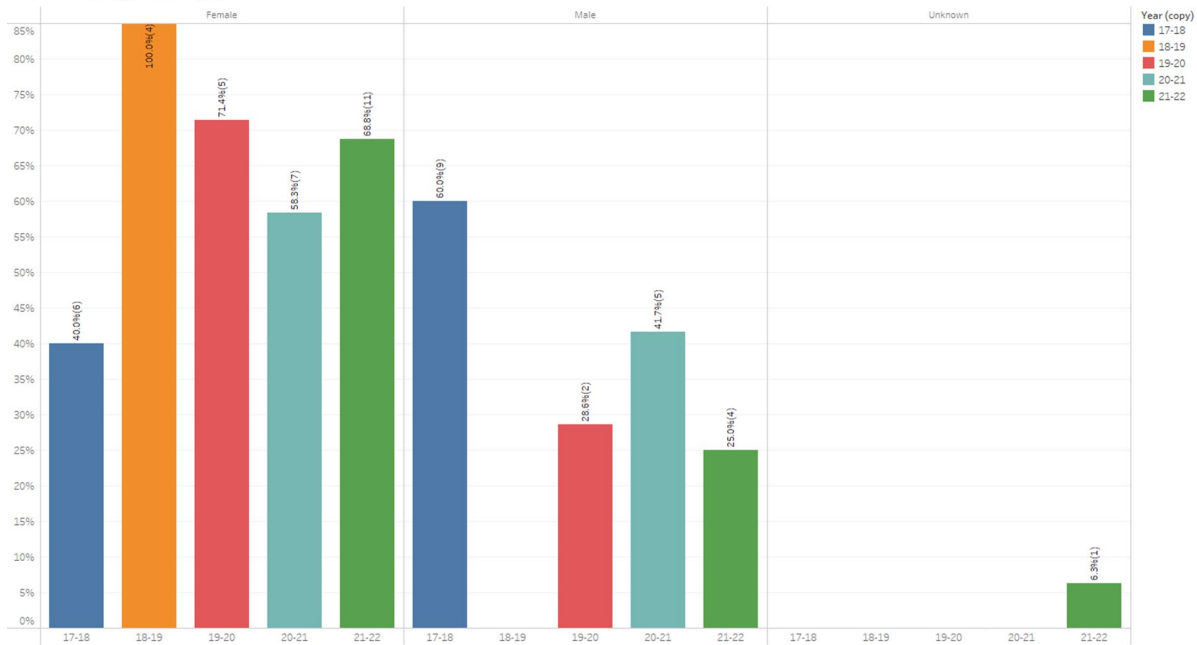


Faculty new hires continue to be predominantly White/non-Hispanic followed by Hispanic. In the last 2 years, there has been an increase in African-American new hires.



### Graph 4.4: Clovis Community College Faculty New Hire Data – Gender

4.4 CCC Faculty/Gender (FT)



Clovis Community College’s faculty new hire data shows that a majority were female over the measurement period.

### Graph 4.5: Clovis Community College Management New Hire Data – Race

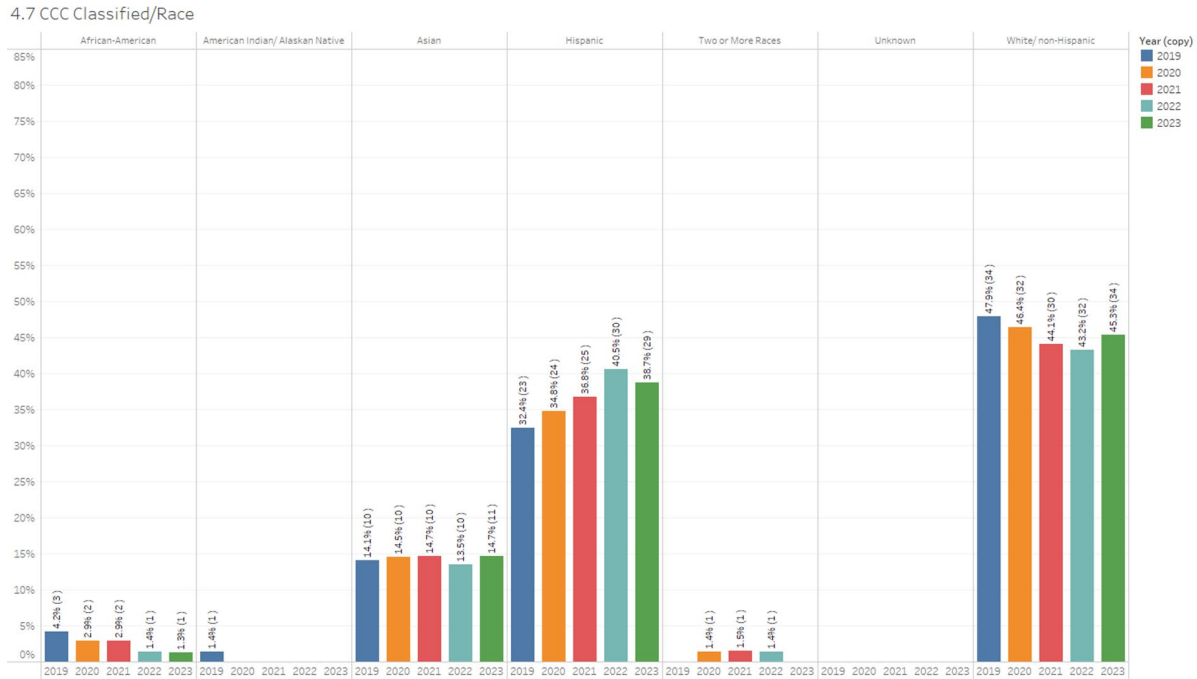
The demographics of Clovis Community College’s Management new hire data is so small that it is impossible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

### Graph 4.6: Clovis Community College Management New Hire Data – Gender

The demographics of Clovis Community College’s Management new hire data is so small that it is impossible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

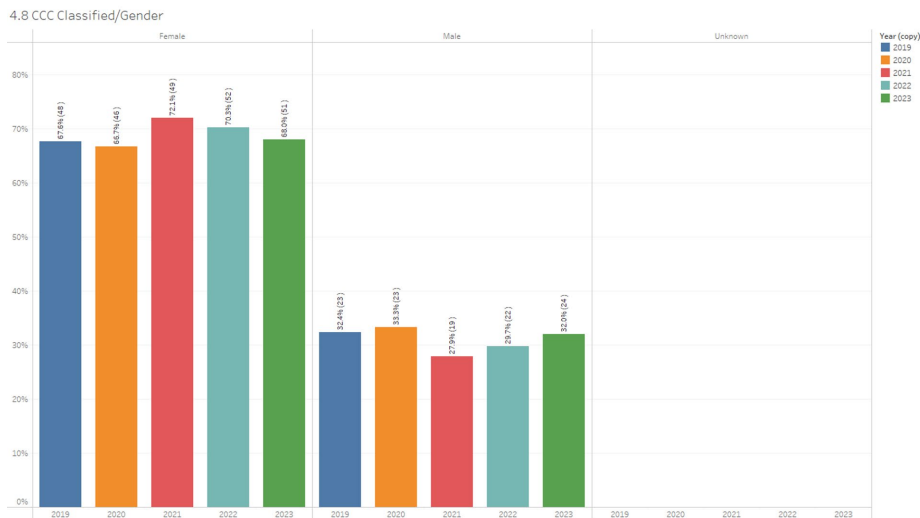
# Clovis Community College Workforce Data

Graph 4.7: Clovis Community College Classified Workforce Data – Race



The demographics of the classified workforce held steady for those identifying as Asian with a slight increase in 2023. The steady upward and downwards trends in Hispanic and White classified professionals inverted in 2023, with a downward shift in Hispanic, and an upward shift in White classified.

Graph 4.8: Clovis Community College Classified Workforce Data – Gender

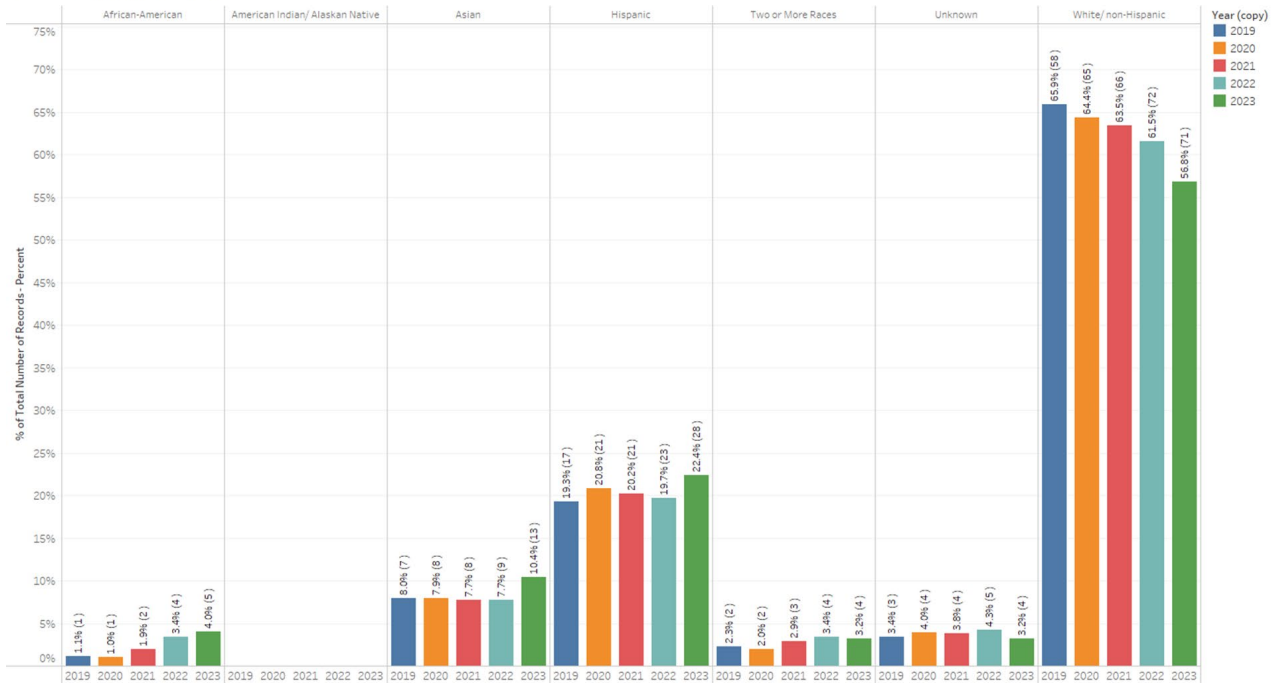


The gender of Classified employees at Clovis Community College has remained predominantly female over the measurement period and continues to be predominantly female.



Graph 4.9: Clovis Community College Faculty Workforce Data – Race

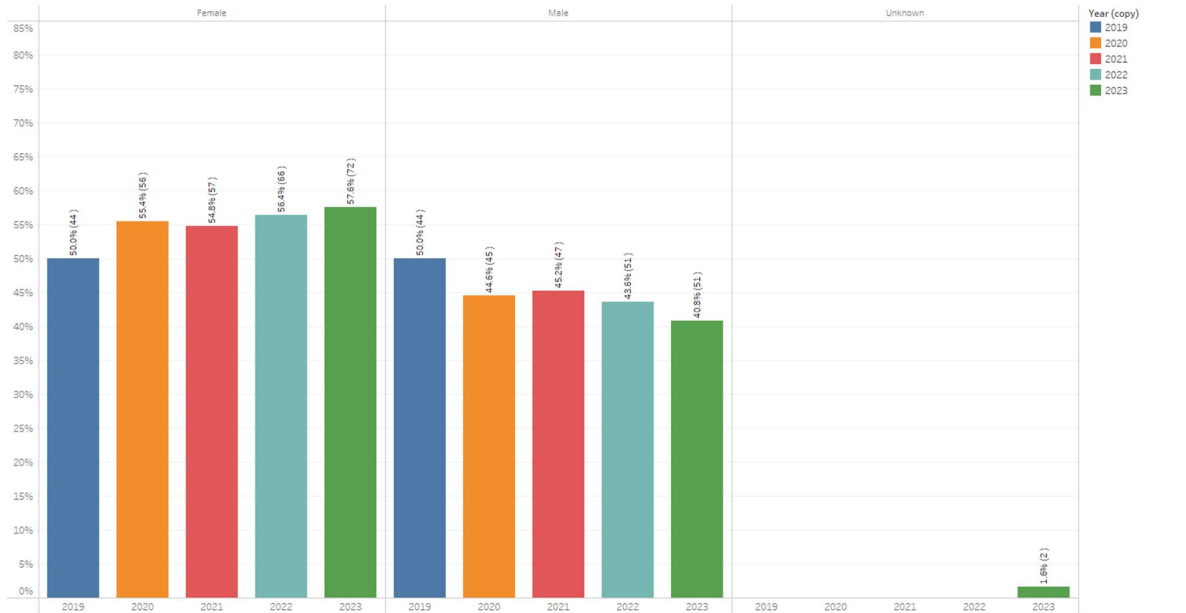
4.9 CCC Faculty/Race (FT)



There is a slight upward trend in faculty at Clovis Community College who identify as African-American/Black, Hispanic and Multiracial. 2023 saw a significant jump in the Asian faculty workforce. There has been a downward trend in faculty who identify as White/Non-Hispanic.

Graph 4.10: Clovis Community College Faculty Workforce Data – Gender

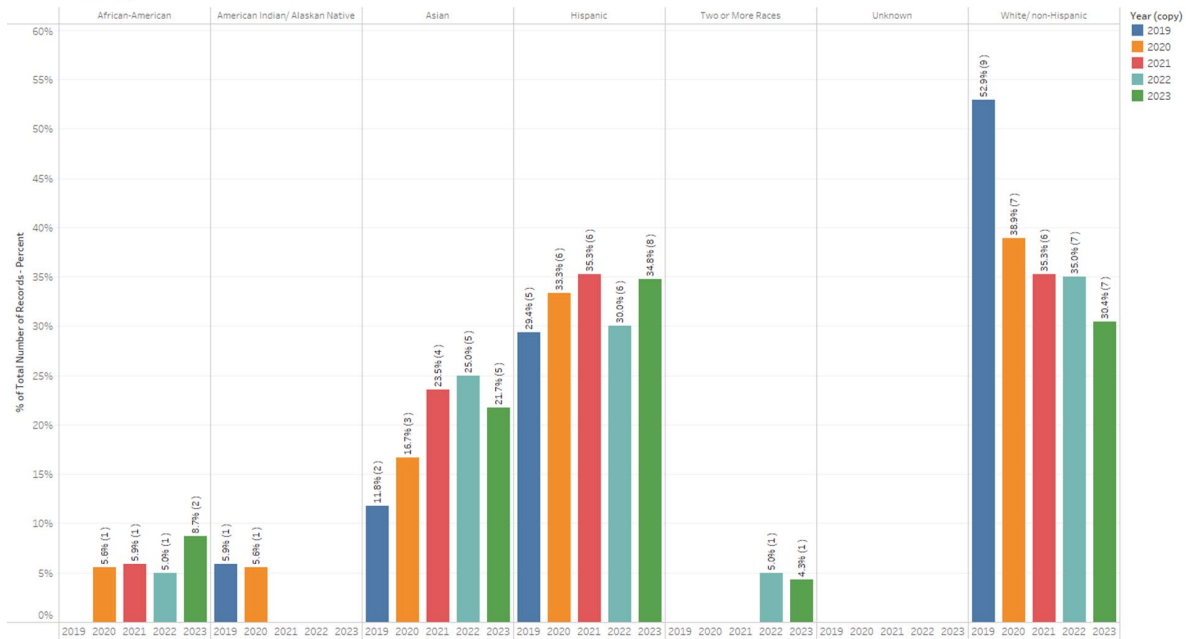
4.10 CCC Faculty/Gender (FT)



The gender distribution trend for Clovis Community College faculty employees has remained fairly consistent over the analyzed period with the population remaining more female than male.

Graph 4.11: Clovis Community College Management Workforce Data – Race

4.11 CCC Admin/Race

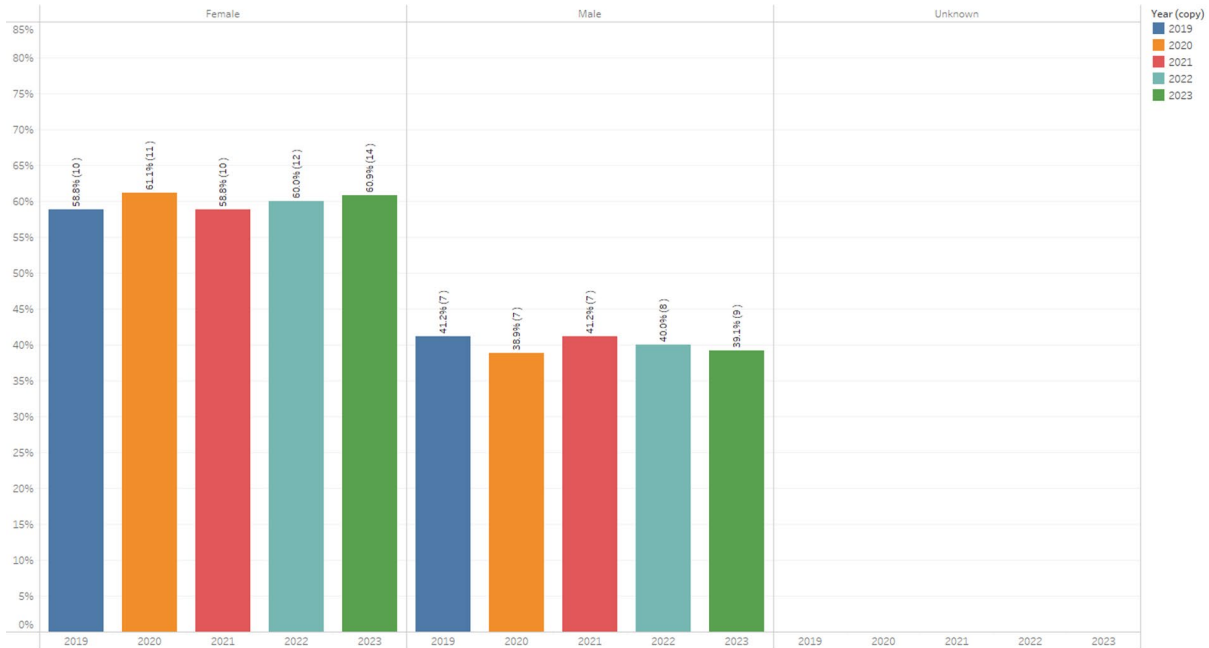


Each individual in this group represents 5% of the overall total. Therefore, changes made to any one or two individuals will noticeably alter the percentages reported. The management workforce at Clovis Community College has been increasing in diversity overall over the five-year period analyzed.



Graph 4.12: Clovis Community College Management Workforce Data – Gender

4.12 CCC Admin/Gender

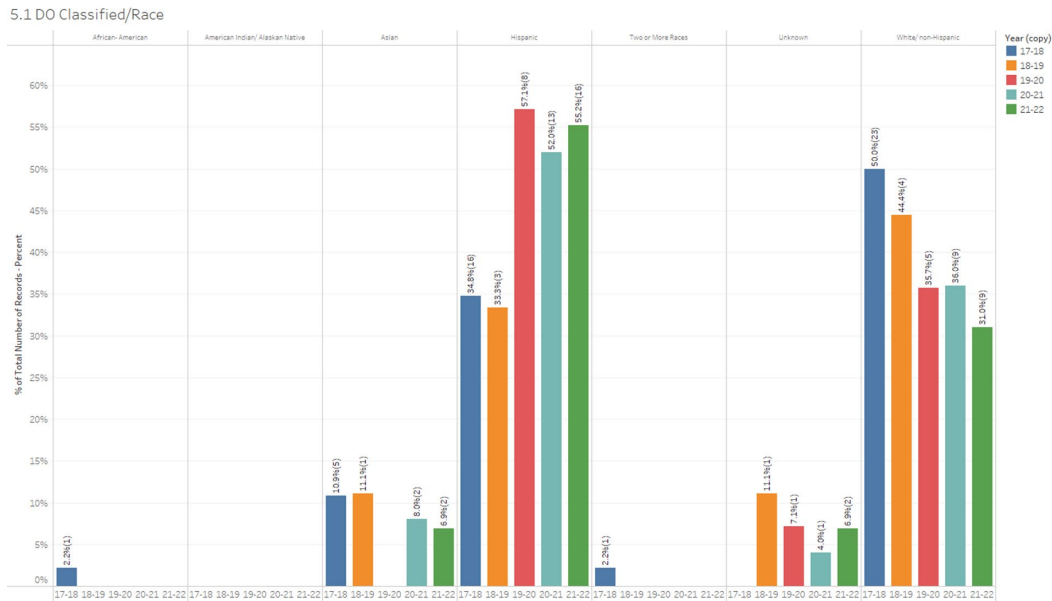


The gender demographic of Clovis Community College’s management workforce remains more female than male.

# District Office Data

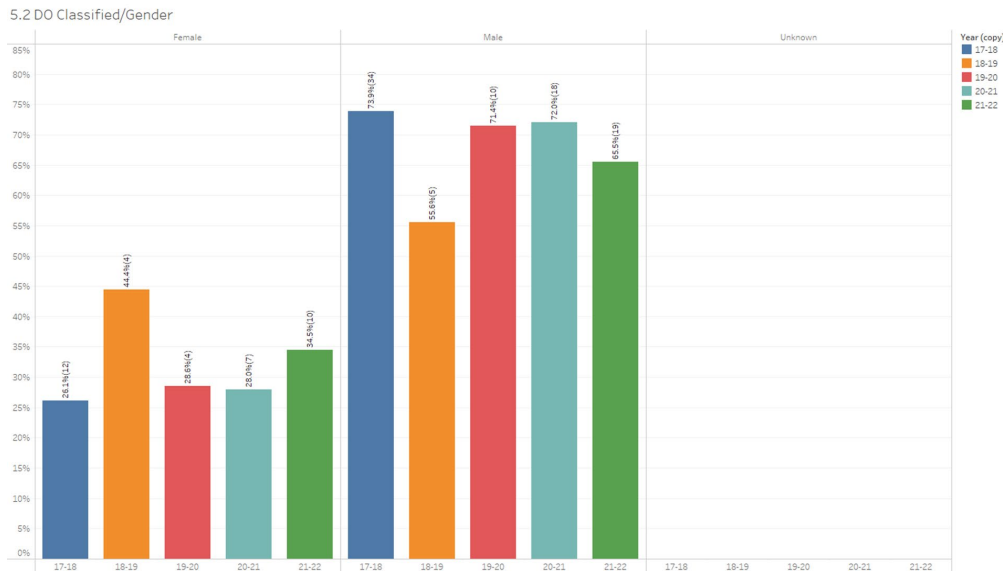
## District Office New Hire Data

Graph 5.1: District Office Classified New Hire Data – Race



The new hire data for classified staff at the District Office is a small number and most populations have fluctuated over the past five (5) years with growth in the Hispanic group and a decreasing trend in the White/Non-Hispanic group during the period analyzed.

Graph 5.2: District Office Classified New Hire Data – Gender



Five year trends show a majority of classified new hires at the District Office identifying as male.

There were no academic faculty new hires recorded for the District Office within the past five-year period.

*Graph 5.3: District Office Management New Hire Data – Race*

The demographics of District Office’s management new hire data are so small when disaggregated that it is impossible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

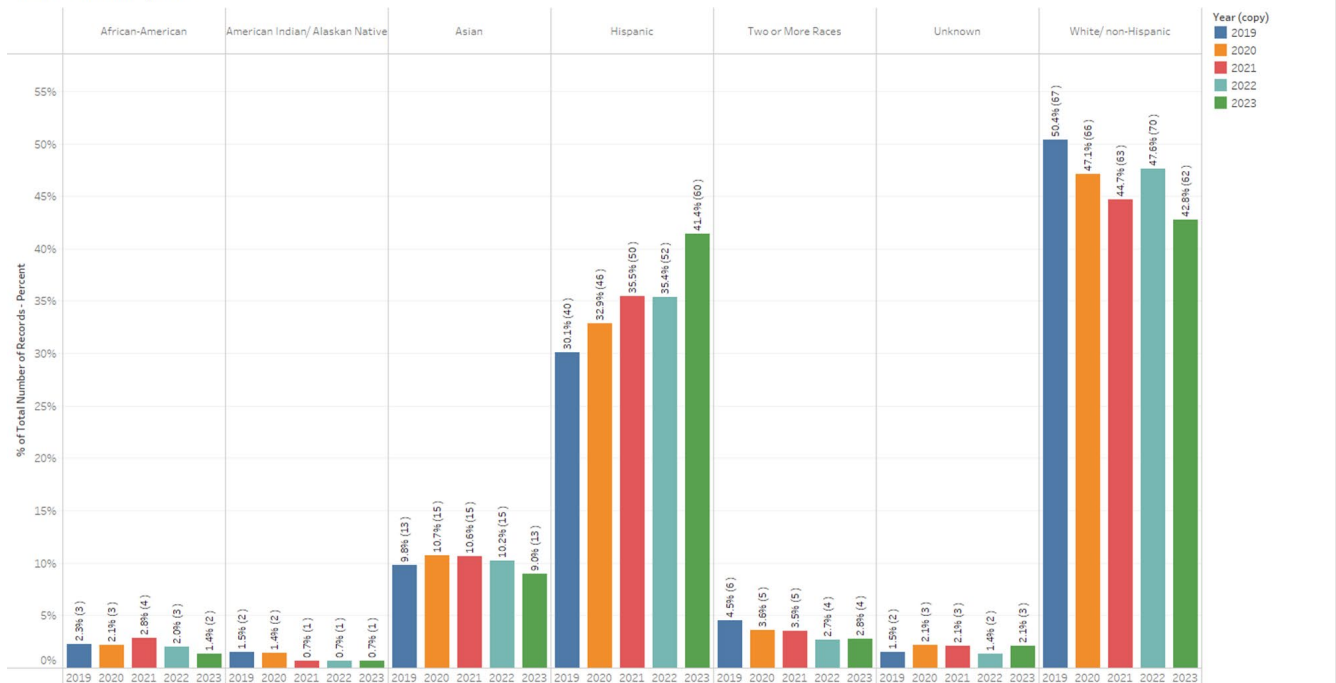
*Graph 5.4: District Office Management New Hire Data – Gender*

The demographics of District Office’s management new hire data are so small when disaggregated that it is impossible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

**District Office Workforce Data**

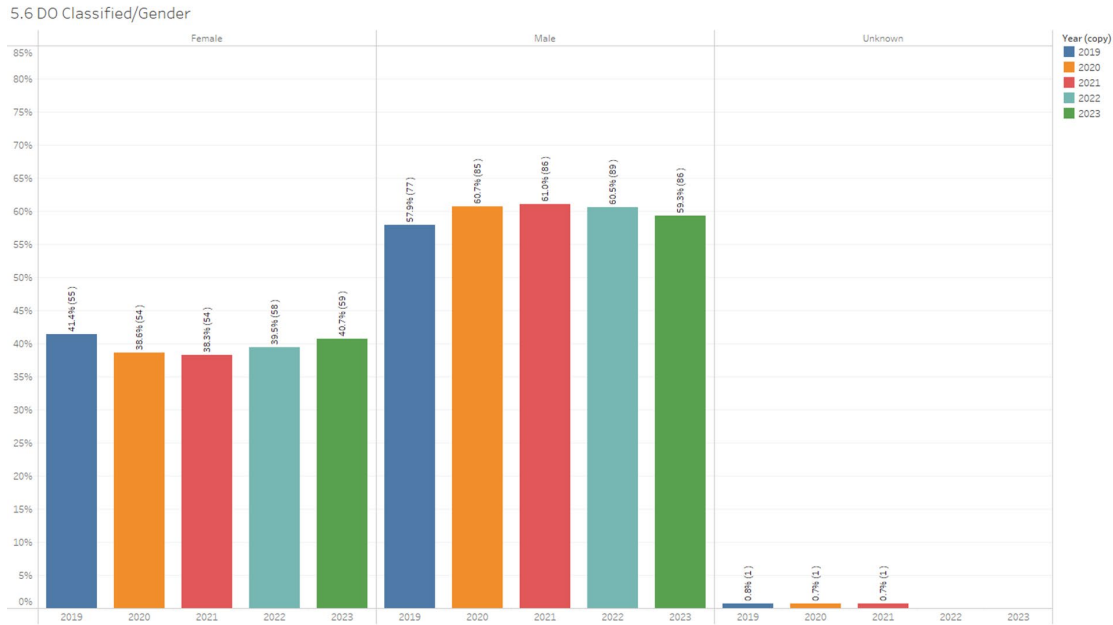
*Graph 5.5: District Office Classified Workforce Data – Race*

5.5 DO Classified/Race



The District Office’s classified staff workforce shows an increasing trend in the Hispanic population and a decreasing trend in African-American/Black, Asian, and White/non-Hispanic populations.

Graph 5.6: District Office Classified Workforce Data – Gender



The gap in gender distribution for the District Office’s classified employees has remained fairly consistent for the past five (5) years. Males continue to hold a majority of the population at 59%.

Graph 5.7: District Office Faculty Workforce Data – Race

The demographics of District Office’s faculty data are so small when disaggregated that it is impossible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

Graph 5.8: District Office Faculty Workforce Data – Gender

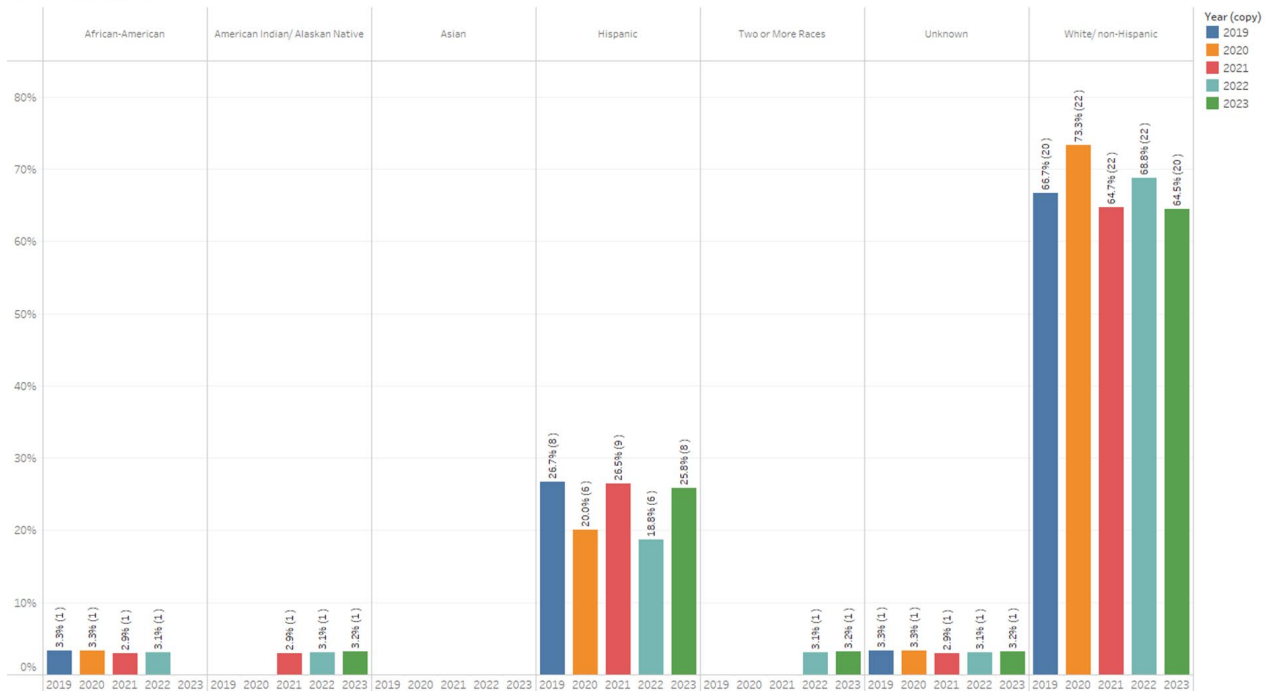
The demographics of District Office’s faculty data are so small when disaggregated that it is impossible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.





Graph 5.9: District Office Management Workforce Data – Race

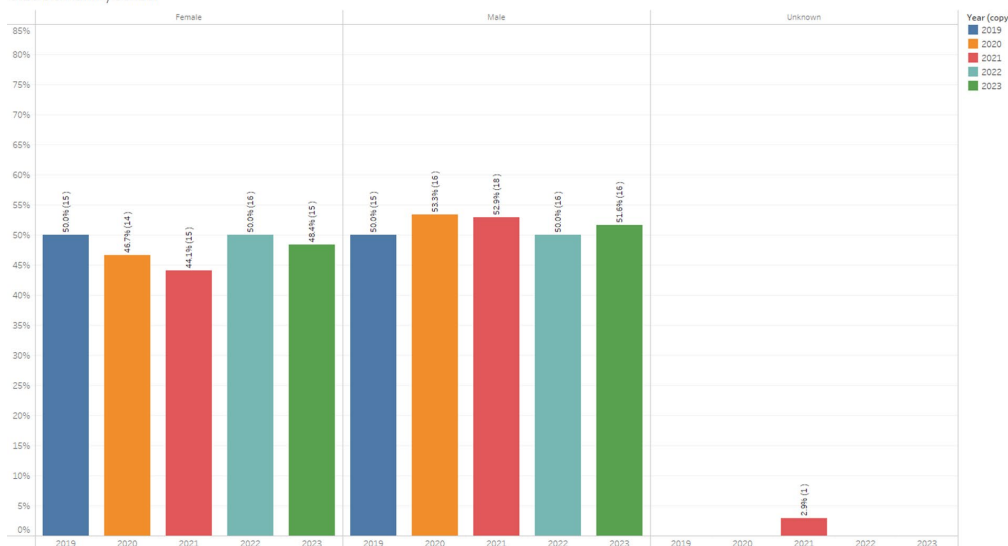
5.9 DO Admin/Race



The District Office’s management workforce is predominantly White/Non-Hispanic with the second most represented group in management identifying as Hispanic. Both groups show fluctuation over the period analyzed without a clear directional change.

Graph 5.10: District Office Management Workforce Data – Gender

5.10 DO Admin/Gender



The gender distribution for the District Office management group continues to be fairly consistent with a near 50/50 share of females and males in management positions. There were no district office management staff who identified as non-binary in 2022-2023.

## Madera Community College Data



### **Madera Community College New Hire Data**

#### *Graph 6.1: Madera Community College Classified New Hire Data – Race*

At times, the demographics of Madera Community College’s classified new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display that data without revealing the identity of individual persons, the information will not be displayed.

#### *Graph 6.2: Madera Community College Classified New Hire Data – Gender*

At times, the demographics of Madera Community College’s classified new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display that data without revealing the identity of individual persons, the information will not

be displayed.

#### *Graph 6.3: Madera Community College Faculty New Hire Data – Race*

At times, the demographics of Madera Community College’s faculty new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display that data without revealing the identity of individual persons, the information will not be displayed.

#### *Graph 6.4: Madera Community College Faculty New Hire Data – Gender*

At times, the demographics of Madera Community College’s faculty new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display that data without revealing the identity of individual persons, the information will not be displayed.

#### *Graph 6.5: Madera Community College Management New Hire Data – Race*

The demographics of Madera Community College and Madera Community College at Oakhurst’s management new hire data is so small that it is impossible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

*Graph 6.6: Madera Community College Management New Hire Data – Gender*

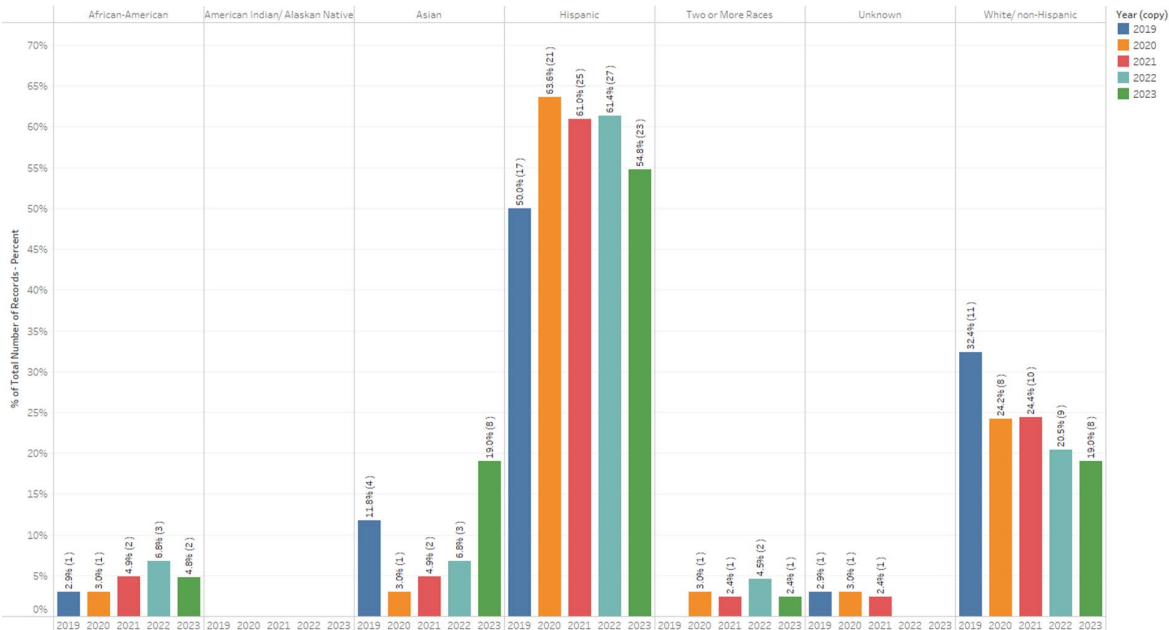
The demographics of Madera Community College and Madera Community College at Oakhurst’s management new hire data is so small that it is impossible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.



**Madera Community College Workforce Data**

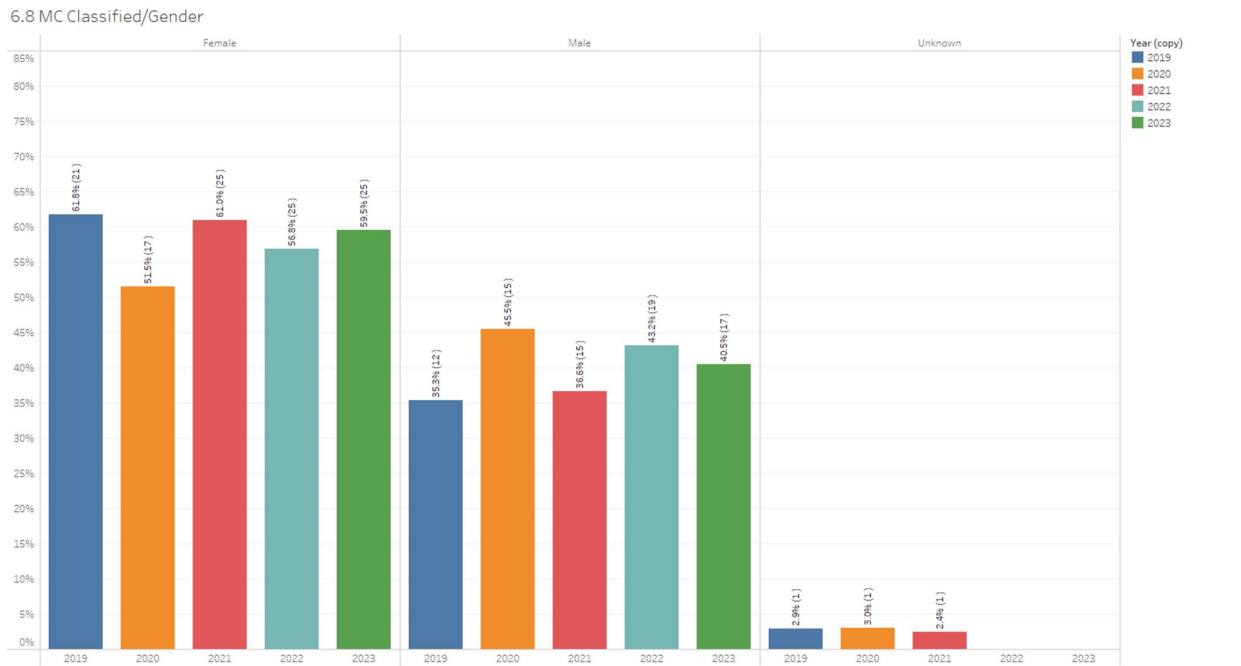
*Graph 6.7: Madera Community College Classified Workforce Data – Race*

6.7 MC Classified/Race



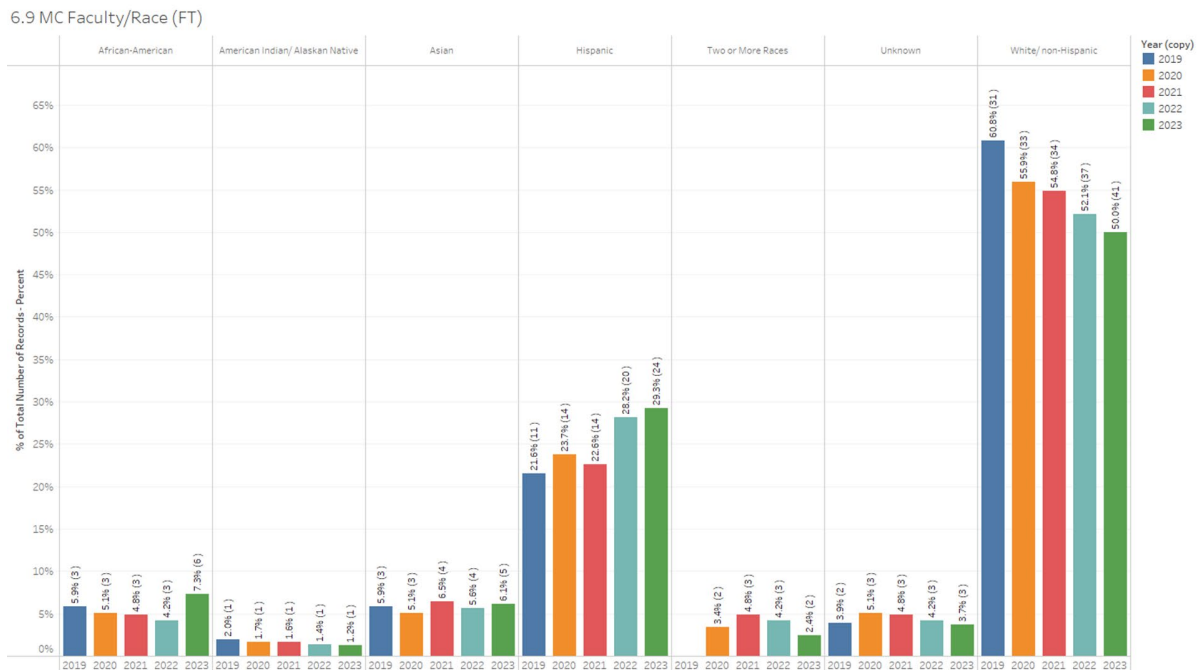
The classified workforce of Madera Community College has demonstrated a decreasing trend in the White/Non-Hispanic demographic with a significant increase in the Asian demographic. African-American/Black classified workforce fluctuated but ended higher in 2023 than in 2019.

Graph 6.8: Madera Community College Classified Workforce Data – Gender



The gender distribution of classified employees at Madera Community College remains predominantly female.

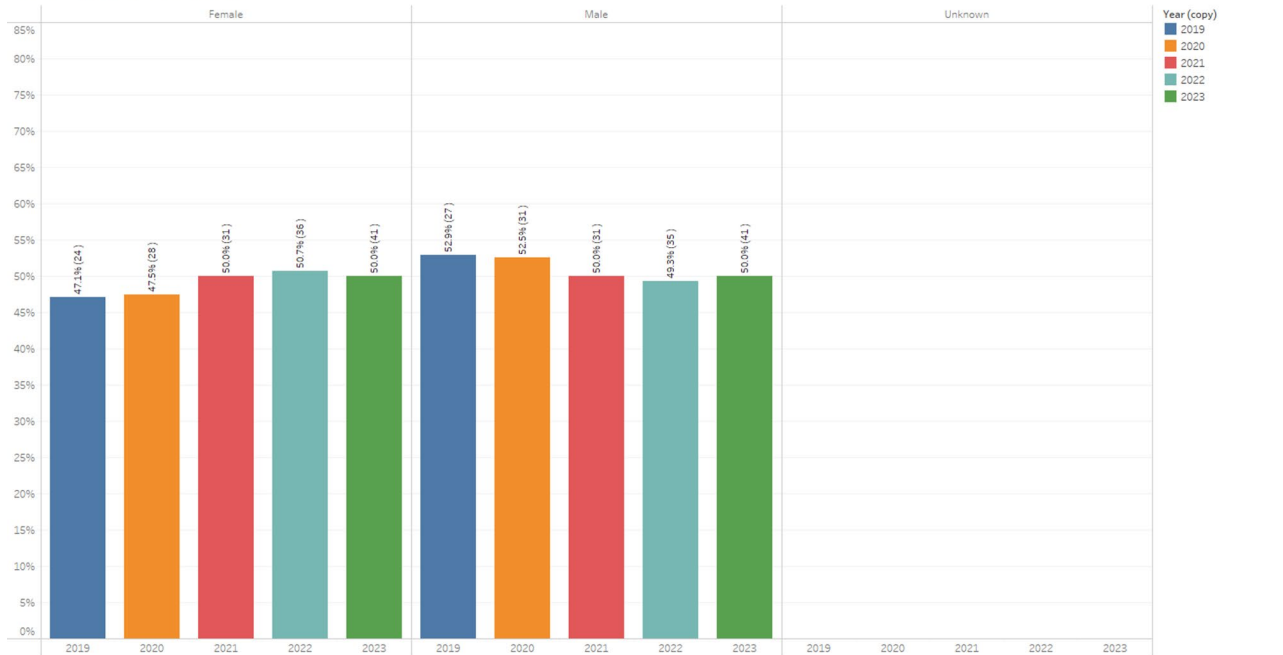
Graph 6.9: Madera Community College Faculty Workforce Data – Race



The Hispanic group at Madera Community College continues to demonstrate a slight increasing trend and the White/Non-Hispanic group has demonstrated a slight decreasing trend over the measurement period. African-American/Black faculty have increased in 2023 from 2019. American Indian/Alaskan Native has remained steady.

Graph 6.10: Madera Community College Faculty Workforce Data – Gender

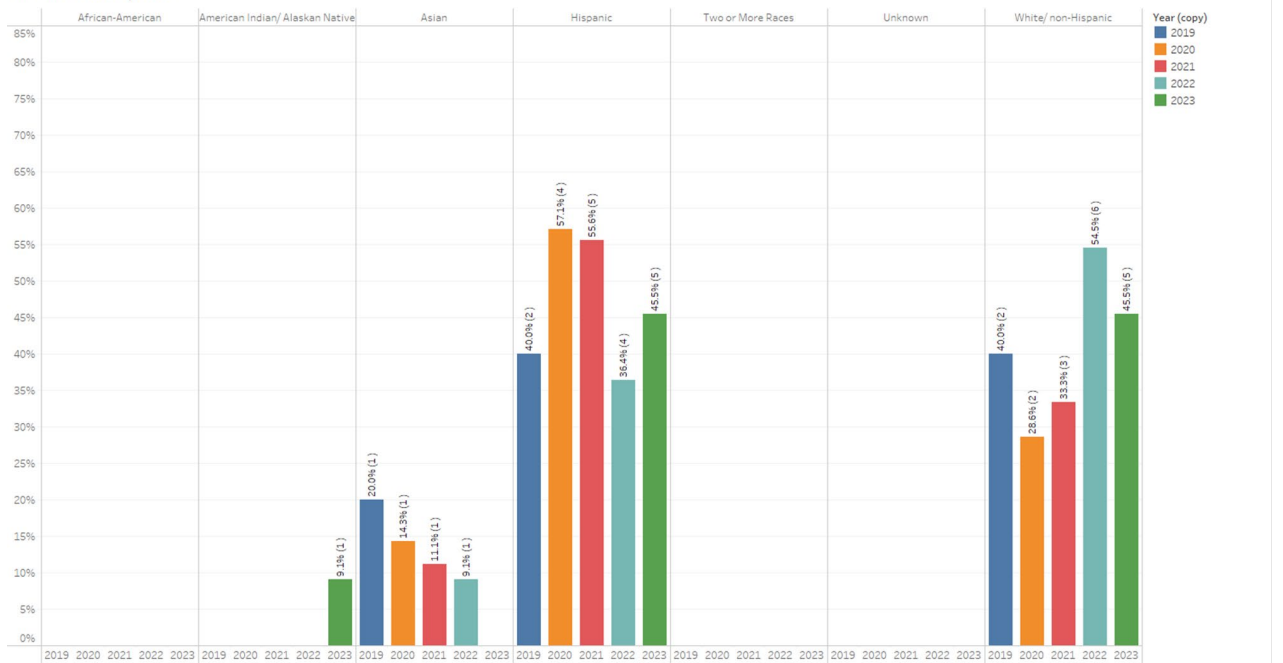
6.10 MC Faculty/Gender (FT)



The gender distribution has been consistent over the last five (5) years and is evenly split in 2023.

Graph 6.11: Madera Community College Management Workforce Data – Race

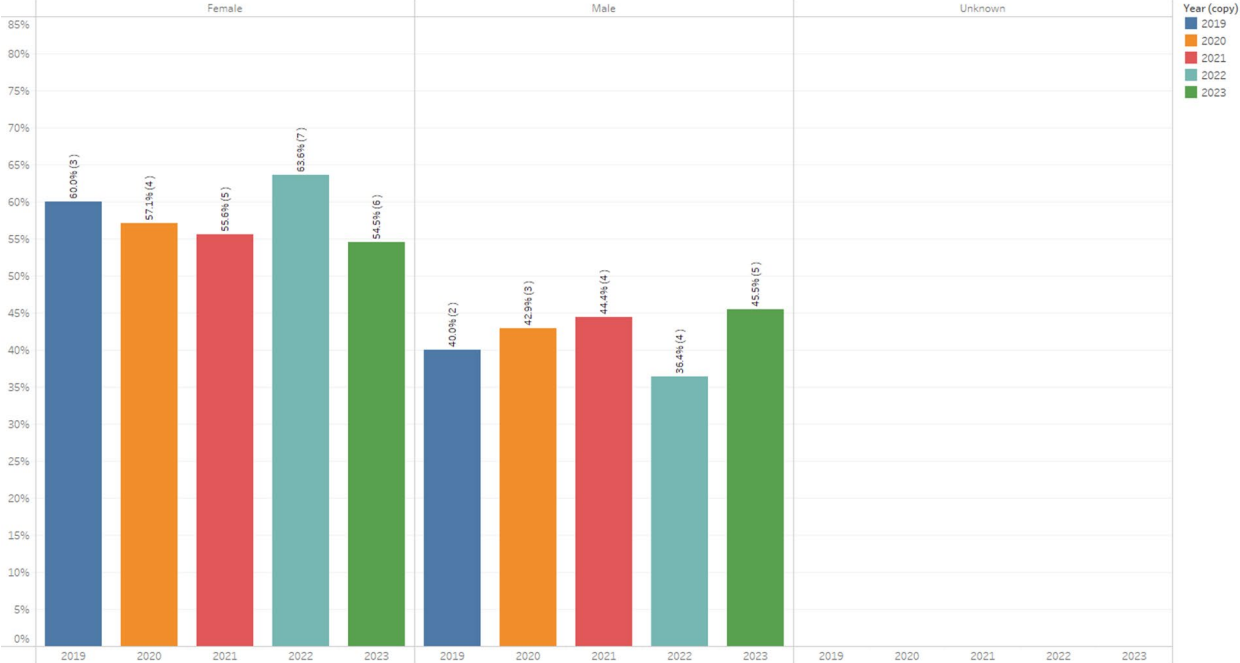
6.11 MC Admin/Race



Each individual in this group represents at least 9% of the total. Therefore, changes made to any one or two individuals will alter the percentages reported. The management workforce at Madera Community College has fluctuated throughout the five-year period analyzed.

Graph 6.12: Madera Community College Management Workforce Data – Gender

6.12 MC Admin/Gender



The gender of Madera Community College management team is more female than male throughout the five-year measurement period.



## Availability Data

Availability data calculates the number of available workers compared to our current workforce demographics. This data helps identify barriers to diversity and focus for corrective action to have the greatest positive impact.

Data was collected from multiple data sources including the US Census, the CCCCCO DataMart and SCCCCD records.

US Census data included Fresno Metropolitan Area, California (statewide) and US (nationwide) data as well as filtered for educational attainment and occupational categories. After discussion with districtwide researchers, consideration will be given next year to calculate availability on specific counties in our service area versus the US Census designated Fresno Metropolitan area.

US Census data is not as detailed as our CCCCCO and SCCCCD data so counts for those identifying as multi-racial or nonbinary cannot be calculated. The US Census also does not report educational attainment levels for Native Hawaiian/Pacific Islander populations nor for American Indian/Alaskan Native populations and does not disaggregate for “type” of position. For example, there is a wide variety of classified positions with varying minimum qualifications. Similarly, groups with zero or very small incumbents (EX: nonbinary management) cannot accurately identify adverse impact. Availability data should inform our barriers and opportunities for positive impact, but they are not specific targets.

## Classified Availability Data

Race	Total Race		% of Race Job		Race Expected		Binomial Standard			
	Total Classified Employees	Job Group Employees	Group Employees	Race Availability	based on Availability	80% Rule	Exact	Deviation	Shortfall	
White	719	262	36.44%	28.57%	205	127.54%	1.00	4.6702286	57	
Black	719	33	4.59%	18.00%	129	25.50%	0.00	-9.357343	-96	
Hispanic/Latine	719	316	43.95%	40.00%	288	109.87%	0.99	2.1617574	28	
Asian	719	70	9.74%	14.12%	102	68.95%	0.00	-3.376246	-32	
Native Hawaiian/Pacific Islander	719	1	0.14%	0.09%	1	159.84%	0.87	0.4735301	0	
American Indian/Alaskan Native	719	6	0.83%	0.21%	2	388.79%	1.00	3.5914097	4	
Multi-Racial	719	14	1.95%	N/A	N/A	N/A	N/A	N/A	N/A	
Total BIPOC	719	440	61.20%	72.42%	521	84.50%	0.00	-6.732643	-81	

Gender	Total Race		% of Race Job		Race Expected		Binomial Standard			
	Total Job Group Employees	Group Employees	Group Employees	Race Availability	based on Availability	80% Rule	Exact	Deviation	Shortfall	
Females	719	412	57.30%	44.32%	319	129.30%	1.00	7.0082247	93	
Males	719	304	42.28%	47.74%	343	88.56%	0.00	-2.933213	-39	
Nonbinary	719	3	0.42%	N/A	N/A	N/A	N/A	N/A	N/A	

\*US Census does not provide data on Multi-Racial counts nor on Nonbinary counts

\*US Census does not provide educational attainment levels for Native Hawaiian/Pacific Islander nor for American Indian/Alaskan Native

## Faculty Availability Data

Race	Total FT Faculty Employees	Total Race Job		% of Race Job		Race Expected based on		Binomial Exact	Standard Deviation	Shortfall
		Group Employees	Employees	Group Employees	Race Availability	Race Availability	80% Rule			
White	613	351	57.26%	30.54%	187	187.51%	1.00	14.365789	164	
African American/Black	613	34	5.55%	7.15%	2	1399.51%	0.07	-0.361938	32	
Hispanic/Latine	613	138	22.51%	20.29%	28	492.97%	0.92	0.6505385	110	
Asian	613	45	7.34%	18.88%	8	529.79%	0.00	-1.977333	37	
Native Hawaiian/Pacific Islander	613	2	0.33%	0.05%	0	212709.82%	1.00	0.1821826	2	
American Indian/Alaskan Native	613	5	0.82%	0.11%	1	711.50%	1.00	5.1291278	4	
Multi-Racial	613	10	1.63%	N/A	N/A	N/A	N/A	N/A	N/A	
Total BIPOC	613	234	38.17%	46.47%	285	82.15%	0.00	-4.117717	-51	

Gender	Total Job Group Employees	Total Gender Job Group		% of Gender Job		Race Expected based on		Binomial Exact	Standard Deviation	Shortfall
		Employees	Employees	Group Employees	Gender Availability	Gender Availability	80% Rule			
Females	613	303	49.43%	34.25%	210	144.33%	1.00	7.920443	93	
Males	613	309	50.41%	29.64%	182	170.09%	1.00	11.261789	127	
NonBinary	613	1	0.16%	N/A	N/A	N/A	N/A	N/A	N/A	

\*US Census does not provide data on Multi-Racial counts nor on Nonbinary counts

\*US Census does not provide educational attainment levels for Native Hawaiian/Pacific Islander nor for American Indian/Alaskan Native

\*28 FT Faculty did not disclose their race and are listed as "unknown"

Most, but not all, faculty positions require a master's degree, therefore the educational attainment level for faculty availability included those with a master's degree, professional degree (EX: JD) or doctoral degree.

## Management Availability Data

Race	Total Management Employees	Total Race Job Group		% of Race Job		Race Expected based on		Binomial Exact	Standard Deviation	Shortfall
		Employees	Employees	Group Employees	Race Availability	Race Availability	80% Rule			
White	141	61	43.26%	34.62%	49	124.96%	0.99	2.156697	12	
Black	141	7	4.96%	16.15%	23	30.75%	0.00	-3.60824	-16	
Hispanic/Latine	141	52	36.88%	35.45%	50	104.03%	0.67	0.354735	2	
Asian	141	11	7.80%	34.82%	49	22.40%	0.00	-6.73451	-38	
Native Hawaiian/Pacific Islander	141	1	0.71%	0.09%	0	815.08%	0.99	2.505782	1	
American Indian/Alaskan Native	141	2	1.42%	0.21%	0	660.85%	1.00	3.088701	2	
Multi-Racial	141	4	2.84%	N/A	N/A	N/A	N/A	N/A	N/A	
Total BIPOC	141	77	54.61%	86.72%	122	62.97%	0.00	-11.2339	-45	

Gender	Total Job Group Employees	Total Race Job Group		% of Race Job		Gender Expected based on		Binomial Exact	Standard Deviation	Shortfall
		Employees	Employees	Group Employees	Gender Availability	Gender Availability	80% Rule			
Females	141	71	50.35%	45.17%	64	111.48%	0.91	1.237467	7	
Males	141	70	49.65%	37.17%	52	133.56%	1.00	3.065141	18	
Nonbinary	141	0	0.00%	N/A	N/A	N/A	N/A	N/A	N/A	

\*US Census does not provide data on Multi-Racial counts nor on Nonbinary counts

\*US Census does not provide educational attainment levels for Native Hawaiian/Pacific Islander nor for American Indian/Alaskan Native

\*3 Classified Managers did not disclose their race and are listed as "unknown"

Most, but not all, management positions require a bachelor's degree, therefore the educational attainment level for management availability included those with a bachelor's degree, master's degree, professional degree (EX: JD) or doctoral degree.



# CCCCO VISION FOR SUCCESS

In 2017, the California Community Colleges Board of Governors adopted the *Vision for Success*. In 2021, an Update to the *Vision for Success: Reaffirming Equity in a Time of Recovery* was published to address the collective trauma of the pandemic, social division and financial devastation that occurred in that short period of time from the original publication. Five-year systemwide goals were established. They are:

1. Increase completion of degrees, credentials, certificates, and job-specific skill sets by 20% between 2017 and 2022.
2. Increase transfers to UC and CSU by 35% between 2017 and 2022
3. Decrease the average number of units accumulated by associate's degree earners to 79 units by 2022 (down from an average of 87 units in 2017)
4. Increase the number of existing CTE students employed in their field of study to 76% by 2022 (up from 60% in 2017)
5. Reduce equity gaps by 40% across all the above measures by 2022, and fully close those gaps by 2027
6. Close regional gaps across all of the above measures by 2027



*“...Our students are hurting and they are outraged because of the systemic racial injustices that still exist in our country. In this moment, we need to use our positions of privilege, influence and power to make a difference... We cannot say that we are equity champions and be afraid to have open dialogue about structural racism.”*

*-Eloy Ortiz Oakley, former Chancellor,  
California Community Colleges*

# SCCCD'S DEDICATION TO DIVERSITY & EEO



As stated in the beginning, SCCCD is trending in the right direction. While our workforce is diversifying, it is doing so at a lingering pace, which can be frustrating.

In order to be intentional and deliberate, SCCCD had to communicate the challenges this District and many others faced in structural and institutional barriers. Outlining the history, the goals, the plan and how we planned to hold ourselves accountable were the foundations of our current plan to advance workforce diversity. Much of the groundwork has been laid for many years by SCCCD faculty, staff and administrators, taking cue's from the USC Race and Equity Center, CORA Learning, ACHRO/EEO DEI Taskforce recommendations, and CCCCCO's EEO Best Practices publications. SCCCD was primed to reevaluate policies, procedures and past-practice with an equity-lens and to collaborate on innovative ways to attract and retain the most qualified candidates representing all of the communities that are part of SCCCD's service area. Using content such as the FCC Ram REL (Race and Equity Lab) and RC's Equity 101 series, we are expanding on our basic understandings of DEIA and building tools and developing policies that guide this districtwide effort for meaningful change.

You can see these efforts reflected in updated EEO training content, Professional Development Workshops, communication with hiring committees and hiring managers during recruitment, in faculty diverse mentorship programs, revamped onboarding efforts, active applicant outreach

and recruitment and in policies such as new and revised Administrative Regulations, Board Policies and the districtwide EEO plan.

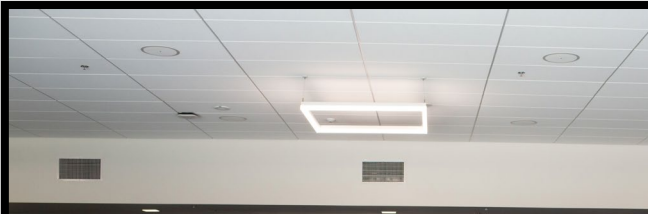
You can see greater collaboration and cultural pride on our campuses in the growth of affinity groups, cultural events and collegial participatory governance.

All of these efforts are reflected in the data of student success. As you see our District diversify, so do you see higher numbers of student completion, transfer, engagement and success.

While the past three years brought some of the most tumultuous times in recent history, it also caused us to focus on what was within our power to change and what was of value to us. Diversity, Equity, Inclusion and Accessibility will always be valued at SCCCD and participation in those efforts from every member of SCCCD is critical. Change will continue in intentional, thoughtful and innovative ways as we learn from our mistakes and adapt to our ever-changing communities, making SCCCD an educator of choice and an employer of choice.



# APPENDICES & RESOURCES



## **APPENDIX A: Longitudinal Data Based on IPEDS Categorization**

EEO Data Tables 2023

Table 1 | Workforce Data as of February 2023

Twenty-two (22) employees selected "Hmong" as their ethnicity, less than 1% of employees districtwide, and comprise 8% of "Asian/Pacific Islander". Of the twenty-two (22) employees, fourteen (14) are employees at Fresno City College, four (4) at Clovis Community College, two (2) at Madera Community College, and two (2) at Reedley College. Added "Nonbinary" to new hire information in January 2020.

Table 1.1 | Districtwide Workforce Data

DW

2023

Table with 25 columns: EEO Category, African American/Non-Hispanic, American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, White/Non-Hispanic, Multi-Racial, Unknown, Female, Male, Nonbinary, Unknown, Disability, Total. Rows include Executive/Administrative/Managerial, Faculty and other Instructional Staff, Professional Non-faculty, Secretarial/Clerical, Service and Maintenance, Skilled Crafts, Technical and Paraprofessional, and Total.

Table 1.2 | Fresno City College Workforce Data

FCC

2023

Table with 25 columns: EEO Category, African American/Non-Hispanic, American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, White/Non-Hispanic, Multi-Racial, Unknown, Female, Male, Nonbinary, Unknown, Disability, Total. Rows include Executive/Administrative/Managerial, Faculty and other Instructional Staff, Professional Non-faculty, Secretarial/Clerical, Service and Maintenance, Skilled Crafts, Technical and Paraprofessional, and Total.

Table 1.3 | Clovis Community College Workforce Data

CCC

2023

Table with 25 columns: EEO Category, African American/Non-Hispanic, American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, White/Non-Hispanic, Multi-Racial, Unknown, Female, Male, Nonbinary, Unknown, Disability, Total. Rows include Executive/Administrative/Managerial, Faculty and other Instructional Staff, Professional Non-faculty, Secretarial/Clerical, Service and Maintenance, Skilled Crafts, Technical and Paraprofessional, and Total.

Table 1.4 | Reedley College Workforce Data

2023

EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
Executive/Administrative/Managerial	1	3%	0	0%	2	7%	12	41%	12	41%	1	3%	1	3%	14	48%	15	52%	0	0%	0	0%	0	0%	29
Faculty and other Instructional Staff	9	3%	1	0%	26	8%	117	35%	151	45%	11	3%	21	6%	179	53%	155	46%	0	0%	2	1%	13	4%	336
Professional Non-faculty	1	3%	0	0%	4	13%	16	53%	8	27%	1	3%	0	0%	22	73%	8	27%	0	0%	0	0%	0	0%	30
Secretarial/Clerical	1	6%	0	0%	0	0%	12	67%	5	28%	0	0%	0	0%	16	89%	2	11%	0	0%	0	0%	1	6%	18
Service and Maintenance	0	0%	0	0%	2	10%	12	60%	6	30%	0	0%	0	0%	7	35%	13	65%	0	0%	0	0%	3	15%	20
Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Technical and Paraprofessional	1	3%	1	3%	3	8%	17	46%	13	35%	1	3%	1	3%	19	51%	17	46%	0	0%	1	3%	0	0%	37
<b>Total</b>	<b>13</b>	<b>3%</b>	<b>2</b>	<b>0%</b>	<b>37</b>	<b>8%</b>	<b>186</b>	<b>40%</b>	<b>195</b>	<b>41%</b>	<b>14</b>	<b>3%</b>	<b>23</b>	<b>5%</b>	<b>257</b>	<b>55%</b>	<b>210</b>	<b>45%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>1%</b>	<b>17</b>	<b>4%</b>	<b>470</b>

Table 1.5 | Madera Community College Workforce Data

2023

EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
Executive/Administrative/Managerial	0	0%	1	9%	0	0%	5	45%	5	45%	0	0%	0	0%	6	55%	5	45%	0	0%	0	0%	0	0%	11
Faculty and other Instructional Staff	7	4%	1	1%	22	13%	48	28%	84	49%	4	2%	5	3%	93	54%	78	46%	0	0%	0	0%	6	4%	171
Professional Non-faculty	1	6%	0	0%	3	17%	10	56%	3	17%	1	6%	0	0%	12	67%	6	33%	0	0%	0	0%	0	0%	18
Secretarial/Clerical	1	13%	0	0%	1	13%	4	50%	2	25%	0	0%	0	0%	6	75%	2	25%	0	0%	0	0%	1	13%	8
Service and Maintenance	0	0%	0	0%	2	33%	2	33%	2	33%	0	0%	0	0%	1	17%	5	83%	0	0%	0	0%	1	17%	6
Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Technical and Paraprofessional	0	0%	0	0%	2	20%	7	70%	1	10%	0	0%	0	0%	6	60%	4	40%	0	0%	0	0%	0	0%	10
<b>Total</b>	<b>9</b>	<b>4%</b>	<b>2</b>	<b>1%</b>	<b>30</b>	<b>13%</b>	<b>76</b>	<b>34%</b>	<b>97</b>	<b>43%</b>	<b>5</b>	<b>2%</b>	<b>5</b>	<b>2%</b>	<b>124</b>	<b>55%</b>	<b>100</b>	<b>45%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>8</b>	<b>4%</b>	<b>224</b>

Table 1.6 | District Office Workforce Data

2023

EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
Executive/Administrative/Managerial	0	0%	1	3%	0	0%	8	26%	20	65%	1	3%	1	3%	15	48%	16	52%	0	0%	0	0%	2	6%	31
Faculty and other Instructional Staff	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	2
Professional Non-faculty	2	7%	0	0%	4	14%	7	24%	14	48%	1	3%	1	3%	21	72%	8	28%	0	0%	0	0%	0	0%	29
Secretarial/Clerical	0	0%	0	0%	1	6%	9	56%	6	38%	0	0%	0	0%	14	88%	2	13%	0	0%	0	0%	1	6%	16
Service and Maintenance	0	0%	0	0%	1	3%	21	55%	15	39%	0	0%	1	3%	1	3%	37	97%	0	0%	0	0%	1	3%	38
Skilled Crafts	0	0%	1	5%	0	0%	7	35%	11	55%	1	5%	0	0%	0	0%	20	100%	0	0%	0	0%	0	0%	20
Technical and Paraprofessional	0	0%	0	0%	7	17%	16	38%	16	38%	2	5%	1	2%	23	55%	19	45%	0	0%	0	0%	0	0%	42
<b>Total</b>	<b>2</b>	<b>1%</b>	<b>2</b>	<b>1%</b>	<b>13</b>	<b>7%</b>	<b>69</b>	<b>39%</b>	<b>83</b>	<b>47%</b>	<b>5</b>	<b>3%</b>	<b>4</b>	<b>2%</b>	<b>76</b>	<b>43%</b>	<b>102</b>	<b>57%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>2%</b>	<b>178</b>

**Table 2 | Classified Applicant Pool Data for the 2021-2022 Fiscal Year**

Classified applicant data cannot be reported for each college individually as the majority of Classified recruitments are conducted districtwide.

Table 2.1 | Districtwide Classified Applicant Pool Data

DW

2021-2022	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	8	3%	7	2%	31	10%	134	45%	71	24%	2	1%	47	16%	161	54%	128	43%	3	1%	8	3%	7	2%	300
	Professional Non-faculty	87	6%	14	1%	240	16%	621	42%	286	19%	12	1%	213	14%	874	59%	527	36%	14	1%	58	4%	34	2%	1473
	Secretarial/Clerical	131	5%	28	1%	363	15%	1173	47%	428	17%	17	1%	363	15%	1968	79%	458	18%	20	1%	57	2%	80	3%	2503
	Service and Maintenance	36	5%	10	1%	63	9%	335	48%	99	14%	11	2%	147	21%	118	17%	547	78%	6	1%	30	4%	27	4%	701
	Skilled Crafts	4	6%	1	1%	2	3%	34	51%	15	22%	0	0%	11	16%	0	0%	67	100%	0	0%	0	0%	4	6%	67
	Technical and Paraprofessional	104	5%	22	1%	309	16%	874	44%	382	19%	12	1%	276	14%	1257	64%	643	32%	24	1%	55	3%	63	3%	1979
	<b>Total</b>	<b>370</b>	<b>5%</b>	<b>82</b>	<b>1%</b>	<b>1008</b>	<b>14%</b>	<b>3171</b>	<b>45%</b>	<b>1281</b>	<b>18%</b>	<b>54</b>	<b>1%</b>	<b>1057</b>	<b>15%</b>	<b>4378</b>	<b>62%</b>	<b>2370</b>	<b>34%</b>	<b>67</b>	<b>1%</b>	<b>208</b>	<b>3%</b>	<b>215</b>	<b>3%</b>	<b>7023</b>

**Table 3 | Academic Applicant Pool Data for the 2021-2022 Fiscal Year**

This does not include part-time faculty data.

Table 3.1 | Districtwide Academic Applicant Pool Data

DW

2021-2022	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	67	16%	4	1%	45	11%	131	32%	129	31%	14	3%	22	5%	147	36%	250	61%	5	1%	10	2%	18	4%	412
	Faculty and other Instructional Staff	148	6%	11	0%	322	13%	928	37%	841	34%	66	3%	164	7%	1210	49%	1140	46%	20	1%	110	4%	138	6%	2480
	<b>Total</b>	<b>215</b>	<b>7%</b>	<b>15</b>	<b>1%</b>	<b>367</b>	<b>13%</b>	<b>1059</b>	<b>37%</b>	<b>970</b>	<b>34%</b>	<b>80</b>	<b>3%</b>	<b>186</b>	<b>6%</b>	<b>1357</b>	<b>47%</b>	<b>1390</b>	<b>48%</b>	<b>25</b>	<b>1%</b>	<b>120</b>	<b>4%</b>	<b>156</b>	<b>5%</b>	<b>2892</b>

Table 3.2 | Fresno City College Academic Applicant Pool Data

FCC

2021-2022	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	16	16%	2	2%	10	10%	32	32%	30	30%	3	3%	6	6%	35	35%	57	58%	3	3%	4	4%	8	8%	99
	Faculty and other Instructional Staff	41	6%	6	1%	79	12%	205	30%	275	40%	22	3%	56	8%	326	48%	318	46%	6	1%	34	5%	48	7%	684
	<b>Total</b>	<b>57</b>	<b>7%</b>	<b>8</b>	<b>1%</b>	<b>89</b>	<b>11%</b>	<b>237</b>	<b>30%</b>	<b>305</b>	<b>39%</b>	<b>25</b>	<b>3%</b>	<b>62</b>	<b>8%</b>	<b>361</b>	<b>46%</b>	<b>375</b>	<b>48%</b>	<b>9</b>	<b>1%</b>	<b>38</b>	<b>5%</b>	<b>56</b>	<b>7%</b>	<b>783</b>

Table 3.3 | Clovis Community College Academic Applicant Pool Data

CCC

2021-2022	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	12	10%	0	0%	15	12%	29	24%	50	41%	6	5%	9	7%	32	26%	86	71%	1	1%	2	2%	6	5%	121
	Faculty and other Instructional Staff	46	6%	0	0%	103	14%	224	30%	293	39%	22	3%	61	8%	350	47%	358	48%	5	1%	36	5%	43	6%	749
	<b>Total</b>	<b>58</b>	<b>7%</b>	<b>0</b>	<b>0%</b>	<b>118</b>	<b>14%</b>	<b>253</b>	<b>29%</b>	<b>343</b>	<b>39%</b>	<b>28</b>	<b>3%</b>	<b>70</b>	<b>8%</b>	<b>382</b>	<b>44%</b>	<b>444</b>	<b>51%</b>	<b>6</b>	<b>1%</b>	<b>38</b>	<b>4%</b>	<b>49</b>	<b>6%</b>	<b>870</b>



Table 3.4 | Reedley College Academic Applicant Pool Data

RC

2021-2022

EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
Executive/Administrative/Managerial	8	17%	0	0%	3	6%	15	31%	18	38%	2	4%	2	4%	24	50%	23	48%	0	0%	1	2%	1	2%	48
Faculty and other Instructional Staff	40	6%	4	1%	83	13%	304	47%	178	27%	12	2%	29	4%	316	49%	303	47%	7	1%	24	4%	32	5%	650
<b>Total</b>	<b>48</b>	<b>7%</b>	<b>4</b>	<b>1%</b>	<b>86</b>	<b>12%</b>	<b>319</b>	<b>46%</b>	<b>196</b>	<b>28%</b>	<b>14</b>	<b>2%</b>	<b>31</b>	<b>4%</b>	<b>340</b>	<b>49%</b>	<b>326</b>	<b>47%</b>	<b>7</b>	<b>1%</b>	<b>25</b>	<b>4%</b>	<b>33</b>	<b>5%</b>	<b>698</b>

Table 3.5 | Madera Community College Academic Applicant Pool Data

MCC

2021-2022

EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
Executive/Administrative/Managerial	24	23%	2	2%	9	9%	46	44%	18	17%	3	3%	3	3%	44	42%	58	55%	1	1%	2	2%	3	3%	105
Faculty and other Instructional Staff	21	5%	1	0%	57	14%	195	49%	95	24%	10	3%	18	5%	218	55%	161	41%	2	1%	16	4%	15	4%	397
<b>Total</b>	<b>45</b>	<b>9%</b>	<b>3</b>	<b>1%</b>	<b>66</b>	<b>13%</b>	<b>241</b>	<b>48%</b>	<b>113</b>	<b>23%</b>	<b>13</b>	<b>3%</b>	<b>21</b>	<b>4%</b>	<b>262</b>	<b>52%</b>	<b>219</b>	<b>44%</b>	<b>3</b>	<b>1%</b>	<b>18</b>	<b>4%</b>	<b>18</b>	<b>4%</b>	<b>502</b>

Table 3.6 | District Office Academic Applicant Pool Data

DO

2021-2022

EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total	
Executive/Administrative/Managerial	7	18%	0	0%	8	21%	9	23%	13	33%	0	0%	2	5%	12	31%	26	67%	0	0%	1	3%	0	0%	39	
Faculty and other Instructional Staff	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	<b>7</b>	<b>18%</b>	<b>0</b>	<b>0%</b>	<b>8</b>	<b>21%</b>	<b>9</b>	<b>23%</b>	<b>13</b>	<b>33%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>5%</b>	<b>12</b>	<b>31%</b>	<b>26</b>	<b>67%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>3%</b>	<b>0</b>	<b>0%</b>	<b>39</b>	

Table 4 | Longitudinal Workforce Data

Workforce data is reported as of February of each year.  
 Added "Nonbinary" to hire information in January 2020.  
 A disability question to the classified application in June 2017. Previous data is reporting accommodation information.

















**Table 6 | Longitudinal Academic Applicant Pool Data**

A disability question to the classified application in June 2017. Previous data is reporting accommodation information.  
Full-time positions only.

*Table 6.1 | Districtwide Longitudinal Academic Applicant Pool Data*

DW

Fiscal Year	EEO Category	African-American/Non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White/Non-Hispanic	Multi-Racial	Unknown	Female	Male	Nonbinary	Unknown	Disability	Total												
<b>2021-2022</b>																										
	Executive/Administrative/Managerial	67	16%	4	1%	45	11%	131	32%	129	31%	14	3%	22	5%	147	36%	250	61%	5	1%	10	2%	18	4%	412
	Faculty and other Instructional Staff	148	6%	11	0%	322	13%	928	37%	841	34%	66	3%	164	7%	1210	49%	1140	46%	20	1%	110	4%	138	6%	2480
	<b>Total</b>	<b>215</b>	<b>7%</b>	<b>15</b>	<b>1%</b>	<b>367</b>	<b>13%</b>	<b>1059</b>	<b>37%</b>	<b>970</b>	<b>34%</b>	<b>80</b>	<b>3%</b>	<b>186</b>	<b>6%</b>	<b>1357</b>	<b>47%</b>	<b>1390</b>	<b>48%</b>	<b>25</b>	<b>1%</b>	<b>120</b>	<b>4%</b>	<b>156</b>	<b>5%</b>	<b>2892</b>
<b>2020-2021</b>																										
	Executive/Administrative/Managerial	80	8%	10	1%	95	10%	396	40%	320	33%	35	4%	48	5%	424	43%	521	53%	5	1%	34	3%	11	1%	984
	Faculty and other Instructional Staff	225	9%	15	1%	160	6%	625	24%	1288	49%	110	4%	210	8%	1106	42%	1324	50%	45	2%	158	6%	32	1%	2633
	<b>Total</b>	<b>305</b>	<b>8%</b>	<b>25</b>	<b>1%</b>	<b>255</b>	<b>7%</b>	<b>1021</b>	<b>28%</b>	<b>1608</b>	<b>44%</b>	<b>145</b>	<b>4%</b>	<b>258</b>	<b>7%</b>	<b>1530</b>	<b>42%</b>	<b>1845</b>	<b>51%</b>	<b>50</b>	<b>1%</b>	<b>192</b>	<b>5%</b>	<b>43</b>	<b>1%</b>	<b>3617</b>
<b>2019-2020</b>																										
	Executive/Administrative/Managerial	97	11%	5	1%	105	12%	371	41%	240	27%	25	3%	56	6%	483	54%	388	43%	5	1%	23	3%	20	2%	899
	Faculty and other Instructional Staff	435	12%	30	1%	224	6%	854	24%	1569	44%	141	4%	317	9%	1678	47%	1694	47%	40	1%	158	4%	57	2%	3570
	<b>Total</b>	<b>532</b>	<b>12%</b>	<b>35</b>	<b>1%</b>	<b>329</b>	<b>7%</b>	<b>1225</b>	<b>27%</b>	<b>1809</b>	<b>40%</b>	<b>166</b>	<b>4%</b>	<b>373</b>	<b>8%</b>	<b>2161</b>	<b>48%</b>	<b>2082</b>	<b>47%</b>	<b>45</b>	<b>1%</b>	<b>181</b>	<b>4%</b>	<b>77</b>	<b>2%</b>	<b>4469</b>
<b>2018-2019</b>																										
	Executive/Administrative/Managerial	63	13%	3	1%	62	13%	94	20%	206	44%	27	6%	18	4%	206	44%	249	53%	2	0%	16	3%	28	6%	473
	Faculty and other Instructional Staff	314	12%	9	0%	212	8%	619	24%	1065	41%	220	8%	186	7%	1267	48%	1243	47%	11	0%	104	4%	107	4%	2625
	<b>Total</b>	<b>377</b>	<b>12%</b>	<b>12</b>	<b>0%</b>	<b>274</b>	<b>9%</b>	<b>713</b>	<b>23%</b>	<b>1271</b>	<b>41%</b>	<b>247</b>	<b>8%</b>	<b>204</b>	<b>7%</b>	<b>1473</b>	<b>48%</b>	<b>1492</b>	<b>48%</b>	<b>13</b>	<b>0%</b>	<b>120</b>	<b>4%</b>	<b>135</b>	<b>4%</b>	<b>3098</b>
<b>2017-2018</b>																										
	Executive/Administrative/Managerial	47	8%	6	1%	110	18%	114	19%	248	41%	46	8%	33	5%	219	36%	365	60%	0	0%	20	3%	18	3%	604
	Faculty and other Instructional Staff	276	15%	4	0%	121	6%	537	29%	624	34%	141	8%	159	9%	936	50%	809	43%	0	0%	117	6%	45	2%	1862
	<b>Total</b>	<b>323</b>	<b>13%</b>	<b>10</b>	<b>0%</b>	<b>231</b>	<b>9%</b>	<b>651</b>	<b>26%</b>	<b>872</b>	<b>35%</b>	<b>187</b>	<b>8%</b>	<b>192</b>	<b>8%</b>	<b>1155</b>	<b>47%</b>	<b>1174</b>	<b>48%</b>	<b>0</b>	<b>0%</b>	<b>137</b>	<b>6%</b>	<b>63</b>	<b>3%</b>	<b>2466</b>



Table 6.4 | Reedley College Longitudinal Academic Applicant Pool Data

Fiscal Year	EEO Category	African-American/Non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White/Non-Hispanic	Multi-Racial	Unknown	Female	Male	Nonbinary	Unknown	Disability	Total												
<b>2021-2022</b>																										
	Executive/Administrative/Managerial	8	17%	0	0%	3	6%	15	31%	18	38%	2	4%	2	4%	24	50%	23	48%	0	0%	1	2%	1	2%	48
	Faculty and other Instructional Staff	40	6%	4	1%	83	13%	304	47%	178	27%	12	2%	29	4%	316	49%	303	47%	7	1%	24	4%	32	5%	650
	<b>Total</b>	<b>48</b>	<b>7%</b>	<b>4</b>	<b>1%</b>	<b>86</b>	<b>12%</b>	<b>319</b>	<b>46%</b>	<b>196</b>	<b>28%</b>	<b>14</b>	<b>2%</b>	<b>31</b>	<b>4%</b>	<b>340</b>	<b>49%</b>	<b>326</b>	<b>47%</b>	<b>7</b>	<b>1%</b>	<b>25</b>	<b>4%</b>	<b>33</b>	<b>5%</b>	<b>698</b>
<b>2020-2021</b>																										
	Executive/Administrative/Managerial	12	4%	1	0%	22	8%	170	64%	44	16%	0	0%	18	7%	130	49%	129	48%	0	0%	8	3%	1	0%	267
	Faculty and other Instructional Staff	52	9%	4	1%	98	16%	196	32%	226	37%	12	2%	20	3%	242	40%	311	51%	11	2%	44	7%	17	3%	608
	<b>Total</b>	<b>64</b>	<b>7%</b>	<b>5</b>	<b>1%</b>	<b>120</b>	<b>14%</b>	<b>366</b>	<b>42%</b>	<b>270</b>	<b>31%</b>	<b>12</b>	<b>1%</b>	<b>38</b>	<b>4%</b>	<b>372</b>	<b>43%</b>	<b>440</b>	<b>50%</b>	<b>11</b>	<b>1%</b>	<b>52</b>	<b>6%</b>	<b>18</b>	<b>2%</b>	<b>875</b>
<b>2019-2020</b>																										
	Executive/Administrative/Managerial	25	9%	1	0%	31	11%	117	43%	76	28%	9	3%	16	6%	167	61%	100	36%	0	0%	8	3%	4	1%	275
	Faculty and other Instructional Staff	53	5%	6	1%	113	11%	265	27%	428	43%	34	3%	85	9%	440	45%	489	50%	11	1%	44	4%	10	1%	984
	<b>Total</b>	<b>78</b>	<b>6%</b>	<b>7</b>	<b>1%</b>	<b>144</b>	<b>11%</b>	<b>382</b>	<b>30%</b>	<b>504</b>	<b>40%</b>	<b>43</b>	<b>3%</b>	<b>101</b>	<b>8%</b>	<b>607</b>	<b>48%</b>	<b>589</b>	<b>47%</b>	<b>11</b>	<b>1%</b>	<b>52</b>	<b>4%</b>	<b>14</b>	<b>1%</b>	<b>1259</b>
<b>2018-2019</b>																										
	Executive/Administrative/Managerial	3	10%	1	3%	6	19%	2	6%	17	55%	1	3%	1	3%	5	16%	25	81%	0	0%	1	3%	1	3%	31
	Faculty and other Instructional Staff	31	8%	3	1%	27	7%	113	31%	143	39%	33	9%	19	5%	177	48%	182	49%	1	0%	9	2%	15	4%	369
	<b>Total</b>	<b>34</b>	<b>9%</b>	<b>4</b>	<b>1%</b>	<b>33</b>	<b>8%</b>	<b>115</b>	<b>29%</b>	<b>160</b>	<b>40%</b>	<b>34</b>	<b>9%</b>	<b>20</b>	<b>5%</b>	<b>182</b>	<b>46%</b>	<b>207</b>	<b>52%</b>	<b>1</b>	<b>0%</b>	<b>10</b>	<b>3%</b>	<b>16</b>	<b>4%</b>	<b>400</b>
<b>2017-2018</b>																										
	Executive/Administrative/Managerial	22	30%	3	4%	1	1%	3	4%	35	48%	4	5%	5	7%	13	18%	58	79%	0	0%	2	3%	0	0%	73
	Faculty and other Instructional Staff	23	6%	0	0%	53	14%	135	34%	125	32%	29	7%	27	7%	199	51%	172	44%	0	0%	21	5%	7	2%	392
	<b>Total</b>	<b>45</b>	<b>10%</b>	<b>3</b>	<b>1%</b>	<b>54</b>	<b>12%</b>	<b>138</b>	<b>30%</b>	<b>160</b>	<b>34%</b>	<b>33</b>	<b>7%</b>	<b>32</b>	<b>7%</b>	<b>212</b>	<b>46%</b>	<b>230</b>	<b>49%</b>	<b>0</b>	<b>0%</b>	<b>23</b>	<b>5%</b>	<b>7</b>	<b>2%</b>	<b>465</b>



**Table 7 | Classified New Hire Employee Data**

Includes employees that were hired into their first permanent position with the district. This also includes part-time to full-time faculty.  
 Does not include part-time faculty hires, provisional or limited-term assignments, student workers, seasonal, or flexible employees.  
 Does not include rehires, transfers, or promotions.

Table 7.1 | Districtwide Classified New Hire Employee Data

DW

2021-2022	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	1	9%	1	9%	0	0%	2	18%	6	55%	0	0%	1	9%	1	9%	10	91%	0	0%	0	0%	0	0%	11
	Professional Non-faculty	0	0%	0	0%	5	20%	12	48%	5	20%	1	4%	2	8%	18	72%	7	28%	0	0%	0	0%	0	0%	25
	Secretarial/Clerical	2	10%	0	0%	2	10%	12	60%	3	15%	1	5%	0	0%	18	90%	2	10%	0	0%	0	0%	1	5%	20
	Service and Maintenance	0	0%	0	0%	2	10%	15	71%	3	14%	0	0%	1	5%	3	14%	18	86%	0	0%	0	0%	1	5%	21
	Skilled Crafts	0	0%	0	0%	0	0%	2	67%	1	33%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3
	Technical and Paraprofessional	0	0%	1	4%	3	11%	19	68%	5	18%	0	0%	0	0%	12	43%	16	57%	0	0%	0	0%	0	0%	28
	<b>Total</b>	<b>3</b>	<b>3%</b>	<b>2</b>	<b>2%</b>	<b>12</b>	<b>11%</b>	<b>62</b>	<b>57%</b>	<b>23</b>	<b>21%</b>	<b>2</b>	<b>2%</b>	<b>4</b>	<b>4%</b>	<b>52</b>	<b>48%</b>	<b>56</b>	<b>52%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>2%</b>	<b>108</b>

**Table 8 | Academic New Hire Employee Data**

Includes employees that were hired into their first permanent position with the district. This also includes part-time to full-time faculty.  
 Does not include part-time faculty hires, provisional or limited-term assignments, student workers, seasonal, or flexible employees.  
 Does not include rehires, transfers, or promotions.

Table 8.1 | Districtwide Academic New Hire Employee Data

DW

2021-2022	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	3	21%	0	0%	3	21%	4	29%	4	29%	0	0%	0	0%	9	64%	5	36%	0	0%	0	0%	0	0%	14
	Faculty and other Instructional Staff	5	7%	0	0%	3	4%	21	28%	41	54%	2	3%	4	5%	39	51%	36	47%	0	0%	1	1%	0	0%	76
	<b>Total</b>	<b>8</b>	<b>9%</b>	<b>0</b>	<b>0%</b>	<b>6</b>	<b>7%</b>	<b>25</b>	<b>28%</b>	<b>45</b>	<b>50%</b>	<b>2</b>	<b>2%</b>	<b>4</b>	<b>4%</b>	<b>48</b>	<b>53%</b>	<b>41</b>	<b>46%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>1%</b>	<b>0</b>	<b>0%</b>	<b>90</b>



Table 10 | Longitudinal Academic New Hire Employee Data

Table 10.1 | Districtwide Longitudinal Academic New Hire Employee Data

DW

Fiscal Year	EEO Category	African-American/Non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White/Non-Hispanic	Multi-Racial	Unknown	Female	Male	Nonbinary	Unknown	Disability	Total												
<b>2021-2022</b>																										
	Executive/Administrative/Managerial	3	21%	0	0%	3	21%	4	29%	4	29%	0	0%	0	0%	9	64%	5	36%	0	0%	0	0%	0	0%	14
	Faculty and other Instructional Staff	5	7%	0	0%	3	4%	21	28%	41	54%	2	3%	4	5%	39	51%	36	47%	0	0%	1	1%	0	0%	76
	<b>Total</b>	<b>8</b>	<b>9%</b>	<b>0</b>	<b>0%</b>	<b>6</b>	<b>7%</b>	<b>25</b>	<b>28%</b>	<b>45</b>	<b>50%</b>	<b>2</b>	<b>2%</b>	<b>4</b>	<b>4%</b>	<b>48</b>	<b>53%</b>	<b>41</b>	<b>46%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>1%</b>	<b>0</b>	<b>0%</b>	<b>90</b>
<b>2020-2021</b>																										
	Executive/Administrative/Managerial	1	17%	0	0%	1	17%	1	17%	3	50%	0	0%	0	0%	3	50%	3	50%	0	0%	0	0%	0	0%	6
	Faculty and other Instructional Staff	3	5%	1	2%	2	4%	15	26%	29	51%	4	7%	3	5%	31	54%	26	46%	0	0%	0	0%	0	0%	57
	<b>Total</b>	<b>4</b>	<b>6%</b>	<b>1</b>	<b>2%</b>	<b>3</b>	<b>5%</b>	<b>16</b>	<b>25%</b>	<b>32</b>	<b>51%</b>	<b>4</b>	<b>6%</b>	<b>3</b>	<b>5%</b>	<b>34</b>	<b>54%</b>	<b>29</b>	<b>46%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>63</b>
<b>2019-2020</b>																										
	Executive/Administrative/Managerial	0	0%	0	0%	2	40%	1	20%	2	40%	0	0%	0	0%	2	40%	3	60%	0	0%	0	0%	0	0%	5
	Faculty and other Instructional Staff	1	3%	0	0%	3	9%	8	23%	18	51%	2	6%	3	9%	22	63%	13	37%	0	0%	0	0%	0	0%	35
	<b>Total</b>	<b>1</b>	<b>3%</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>13%</b>	<b>9</b>	<b>23%</b>	<b>20</b>	<b>50%</b>	<b>2</b>	<b>5%</b>	<b>3</b>	<b>8%</b>	<b>24</b>	<b>60%</b>	<b>16</b>	<b>40%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>40</b>
<b>2018-2019</b>																										
	Executive/Administrative/Managerial	0	0%	0	0%	2	50%	1	25%	1	25%	0	0%	0	0%	1	25%	3	75%	0	0%	0	0%	0	0%	4
	Faculty and other Instructional Staff	0	0%	0	0%	1	5%	9	43%	11	52%	0	0%	0	0%	9	43%	12	57%	0	0%	0	0%	0	0%	21
	<b>Total</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>12%</b>	<b>10</b>	<b>40%</b>	<b>12</b>	<b>48%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>10</b>	<b>40%</b>	<b>15</b>	<b>60%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>25</b>
<b>2017-2018</b>																										
	Executive/Administrative/Managerial	4	17%	1	4%	2	8%	6	25%	11	46%	0	0%	0	0%	10	42%	14	58%	0	0%	0	0%	0	0%	24
	Faculty and other Instructional Staff	4	4%	2	2%	8	7%	26	23%	69	61%	1	1%	3	3%	56	50%	57	50%	0	0%	0	0%	0	0%	113
	<b>Total</b>	<b>8</b>	<b>6%</b>	<b>3</b>	<b>2%</b>	<b>10</b>	<b>7%</b>	<b>32</b>	<b>23%</b>	<b>80</b>	<b>58%</b>	<b>1</b>	<b>1%</b>	<b>3</b>	<b>2%</b>	<b>66</b>	<b>48%</b>	<b>71</b>	<b>52%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>137</b>

Table 10.2 | Districtwide Longitudinal Academic New Hire Employee Data - Including Part-Time Faculty

Includes full-time and part-time faculty.  
Only includes new hires, not transfers or promotions/demotions.

Fiscal Year	EEO Category	African-American/Non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White/Non-Hispanic	Multi-Racial	Unknown	Female	Male	Nonbinary	Unknown	Disability	Total												
<b>2021-2022</b>																										
	Executive/Administrative/Managerial	3	21%	0	0%	3	21%	4	29%	4	29%	0	0%	0	0%	9	64%	5	36%	0	0%	0	0%	0	0%	14
	Faculty and other Instructional Staff	23	5%	0	0%	60	13%	120	25%	233	49%	14	3%	27	6%	251	53%	221	46%	0	0%	5	1%	15	3%	477
	<b>Total</b>	<b>26</b>	<b>5%</b>	<b>0</b>	<b>0%</b>	<b>63</b>	<b>13%</b>	<b>124</b>	<b>25%</b>	<b>237</b>	<b>48%</b>	<b>14</b>	<b>3%</b>	<b>27</b>	<b>5%</b>	<b>260</b>	<b>53%</b>	<b>226</b>	<b>46%</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>1%</b>	<b>15</b>	<b>3%</b>	<b>491</b>
<b>2020-2021</b>																										
	Executive/Administrative/Managerial	1	17%	0	0%	1	17%	1	17%	3	50%	0	0%	0	0%	3	50%	3	50%	0	0%	0	0%	0	0%	6
	Faculty and other Instructional Staff	21	5%	1	0%	61	14%	105	23%	224	50%	16	4%	20	4%	242	54%	205	46%	0	0%	1	0%	0	0%	448
	<b>Total</b>	<b>22</b>	<b>5%</b>	<b>1</b>	<b>0%</b>	<b>62</b>	<b>14%</b>	<b>106</b>	<b>23%</b>	<b>227</b>	<b>50%</b>	<b>16</b>	<b>4%</b>	<b>20</b>	<b>4%</b>	<b>245</b>	<b>54%</b>	<b>208</b>	<b>46%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>454</b>
<b>2019-2020</b>																										
	Executive/Administrative/Managerial	0	0%	0	0%	2	40%	1	20%	2	40%	0	0%	0	0%	2	40%	3	60%	0	0%	0	0%	0	0%	5
	Faculty and other Instructional Staff	11	3%	0	0%	58	14%	109	26%	214	51%	11	3%	18	4%	229	54%	191	45%	0	0%	3	1%	0	0%	421
	<b>Total</b>	<b>11</b>	<b>3%</b>	<b>0</b>	<b>0%</b>	<b>60</b>	<b>14%</b>	<b>110</b>	<b>26%</b>	<b>216</b>	<b>51%</b>	<b>11</b>	<b>3%</b>	<b>18</b>	<b>4%</b>	<b>231</b>	<b>54%</b>	<b>194</b>	<b>46%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>1%</b>	<b>0</b>	<b>0%</b>	<b>426</b>
<b>2018-2019</b>																										
	Executive/Administrative/Managerial	0	0%	0	0%	2	50%	1	25%	1	25%	0	0%	0	0%	1	25%	3	75%	0	0%	0	0%	0	0%	4
	Faculty and other Instructional Staff	16	4%	0	0%	58	13%	112	25%	233	51%	9	2%	25	6%	235	52%	218	48%	0	0%	1	0%	0	0%	453
	<b>Total</b>	<b>16</b>	<b>4%</b>	<b>0</b>	<b>0%</b>	<b>60</b>	<b>13%</b>	<b>113</b>	<b>25%</b>	<b>234</b>	<b>51%</b>	<b>9</b>	<b>2%</b>	<b>25</b>	<b>5%</b>	<b>236</b>	<b>52%</b>	<b>221</b>	<b>48%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>457</b>
<b>2017-2018</b>																										
	Executive/Administrative/Managerial	4	17%	1	4%	2	8%	6	25%	11	46%	0	0%	0	0%	10	42%	14	58%	0	0%	0	0%	0	0%	24
	Faculty and other Instructional Staff	15	3%	3	1%	63	11%	117	21%	309	56%	14	3%	29	5%	285	52%	265	48%	0	0%	0	0%	1	0%	550
	<b>Total</b>	<b>19</b>	<b>3%</b>	<b>4</b>	<b>1%</b>	<b>65</b>	<b>11%</b>	<b>123</b>	<b>21%</b>	<b>320</b>	<b>56%</b>	<b>14</b>	<b>2%</b>	<b>29</b>	<b>5%</b>	<b>295</b>	<b>51%</b>	<b>279</b>	<b>49%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0%</b>	<b>574</b>



Table 10.3 | Districtwide Longitudinal Academic New Hire Employee Data - Only Part-Time Faculty

Inlcudes part-time faculty.  
Only includes new hires, not transfers or promotions/demotions.

Fiscal Year	EEO Category	African-American/Non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White/Non-Hispanic	Multi-Racial	Unknown	Female	Male	Nonbinary	Unknown	Disability	Total												
<b>2021-2022</b>																										
	Faculty and other Instructional Staff	18	4%	0	0%	57	14%	99	25%	192	48%	12	3%	23	6%	212	53%	185	46%	0	0%	4	1%	15	4%	401
	<b>Total</b>	<b>18</b>	<b>4%</b>	<b>0</b>	<b>0%</b>	<b>57</b>	<b>14%</b>	<b>99</b>	<b>25%</b>	<b>192</b>	<b>48%</b>	<b>12</b>	<b>3%</b>	<b>23</b>	<b>6%</b>	<b>212</b>	<b>53%</b>	<b>185</b>	<b>46%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>1%</b>	<b>15</b>	<b>4%</b>	<b>401</b>
<b>2020-2021</b>																										
	Faculty and other Instructional Staff	18	5%	0	0%	59	15%	90	23%	195	50%	12	3%	17	4%	211	54%	179	46%	0	0%	1	0%	0	0%	391
	<b>Total</b>	<b>18</b>	<b>5%</b>	<b>0</b>	<b>0%</b>	<b>59</b>	<b>15%</b>	<b>90</b>	<b>23%</b>	<b>195</b>	<b>50%</b>	<b>12</b>	<b>3%</b>	<b>17</b>	<b>4%</b>	<b>211</b>	<b>54%</b>	<b>179</b>	<b>46%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>391</b>
<b>2019-2020</b>																										
	Faculty and other Instructional Staff	10	3%	0	0%	55	14%	101	26%	196	51%	9	2%	15	4%	207	54%	178	46%	0	0%	1	0%	0	0%	386
	<b>Total</b>	<b>10</b>	<b>3%</b>	<b>0</b>	<b>0%</b>	<b>55</b>	<b>14%</b>	<b>101</b>	<b>26%</b>	<b>196</b>	<b>51%</b>	<b>9</b>	<b>2%</b>	<b>15</b>	<b>4%</b>	<b>207</b>	<b>54%</b>	<b>178</b>	<b>46%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>386</b>
<b>2018-2019</b>																										
	Faculty and other Instructional Staff	16	4%	0	0%	57	13%	103	24%	222	51%	9	2%	25	6%	226	52%	206	48%	0	0%	0	0%	0	0%	432
	<b>Total</b>	<b>16</b>	<b>4%</b>	<b>0</b>	<b>0%</b>	<b>57</b>	<b>13%</b>	<b>103</b>	<b>24%</b>	<b>222</b>	<b>51%</b>	<b>9</b>	<b>2%</b>	<b>25</b>	<b>6%</b>	<b>226</b>	<b>52%</b>	<b>206</b>	<b>48%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>432</b>
<b>2017-2018</b>																										
	Faculty and other Instructional Staff	11	3%	1	0%	55	13%	91	21%	240	55%	13	3%	26	6%	229	52%	208	48%	0	0%	0	0%	0	0%	437
	<b>Total</b>	<b>11</b>	<b>3%</b>	<b>1</b>	<b>0%</b>	<b>55</b>	<b>13%</b>	<b>91</b>	<b>21%</b>	<b>240</b>	<b>55%</b>	<b>13</b>	<b>3%</b>	<b>26</b>	<b>6%</b>	<b>229</b>	<b>52%</b>	<b>208</b>	<b>48%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>437</b>

## APPENDIX B: EEO Committee Memo to Chancellor on BOT Resolutions



State Center Community College District

Human Resources

1171 Fulton Street  
Fresno, CA 93721

TEL: 559-243-7100

FAX: 559-499-6007

### Memorandum

To: Dr. Carole Goldsmith, Chancellor Date: 01/16/2023

From: Districtwide EEO Committee

Re: Board Resolutions for Diversity, Equity, Justice and Inclusion

The districtwide EEO Advisory Committee is committed to supporting the District's efforts towards diversity, inclusion, and anti-racism. Several Board Resolutions have been presented in the recent past which highlight the District's charge including:

- Board Resolution No. 2022.25: Recognition of Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual+ (LGBTQIA+) Pride Month
- Board Resolution No. 2021.16: Condemning Hate Crimes Targeting Asian Americans
- Board Resolution No. 2021.14: Diversity, Equity and Inclusion Awareness Month

These resolutions have a wonderful way of bringing awareness to marginalized communities, to publicly committing to safety and inclusion, and to affirming connection. This inspired this committee to encourage more resolutions affirming these pledges.

As you and the Board demonstrate, inclusion does not happen by accident and showing collective action of approving a resolution is a public statement to our District's values. It is also an opportunity to invite members of the communities being recognized by a resolution to speak on their experience as a student, staff, or administrator and to amplify their voice as a member of our District.

We hope that you will consider putting forth more resolutions honoring diversity, equity, justice, and inclusion, and the EEO Advisory Committee is prepared to help in making recommendations for future resolutions. We would welcome an opportunity to meet with you to discuss our ideas.


**State Center Community College District**

Human Resources

 1171 Fulton Street  
 Fresno, CA 93721

TEL: 559-243-7100

FAX: 559-499-6007

**Memorandum**

To: Dr. Carole Goldsmith, Chancellor

Date: 4/5/2023

From: Districtwide EEO Committee

 Re: Calendar of Recognition and Resolutions Promoting  
 Diversity, Equity, Inclusion, Accessibility and Justice

The districtwide EEO Advisory Committee is excited to present some sample Board Resolutions and activities celebrating diversity in our community and workforce.

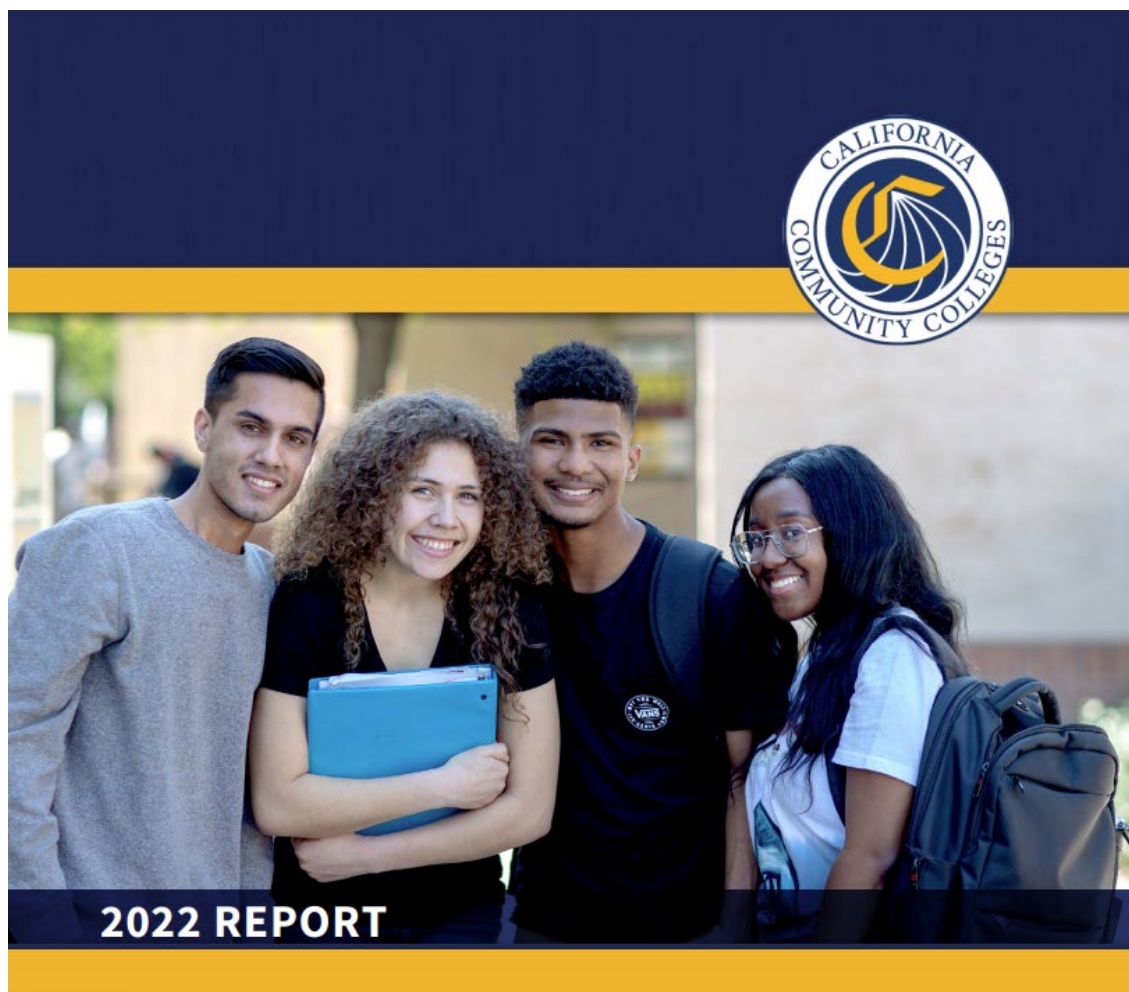
	Potential Celebrations	Potential Activities – approx. 10 mins
January	<ul style="list-style-type: none"> <li>International Day of Education (1/24)</li> <li>World Braille Day (1/4)</li> </ul>	<ul style="list-style-type: none"> <li>Invite a scholarship recipient to speak on how education has empowered them</li> <li>Demo on braille converter, voice to text converter or screen reader or BOT agenda in braille</li> </ul>
February	<ul style="list-style-type: none"> <li>World Hijab Day (2/1)</li> <li>International Day of Women &amp; Girls in Science (2/11)</li> <li>Black History Month</li> <li>Lunar New Year (rotates, usually Jan/Feb)</li> </ul>	<ul style="list-style-type: none"> <li>Hijab demonstration/presentation</li> <li>Invite a faculty or student to present on being a women in STEM</li> <li>Invite Fresno Metro Black Chamber of Commerce or Black History Museum or Black Faculty &amp; Staff org</li> <li>Invite Asian American Club-they do Lion Dance, paper crane folding or Asian American Faculty &amp; Staff Association</li> </ul>
March	<ul style="list-style-type: none"> <li>International Transgender Day of Visibility (3/31)</li> <li>Deaf History Month</li> <li>Women's History Month</li> </ul>	<ul style="list-style-type: none"> <li>Invite Allied Faculty &amp; Staff Association or local community groups</li> <li>Invite our deaf faculty or students to present</li> <li>Invite Fresno Co. Women's Chamber of Commerce or honor a local woman who is making a difference in our community</li> </ul>
April	<ul style="list-style-type: none"> <li>National American Sign Language Day (4/15)</li> <li>Armenian Genocide Remembrance Day (4/24 only in CA)</li> <li>Diversity Month</li> </ul>	<ul style="list-style-type: none"> <li>Invite our deaf faculty or student clubs to present</li> <li>Invite Armenian Museum or Cultural Conservancy</li> <li>Invite Equity Directors to present</li> </ul>
May	<ul style="list-style-type: none"> <li>Jewish American Heritage Month</li> <li>AAPI &amp; Desi Heritage Month</li> <li>Mental Health Awareness Month</li> </ul>	<ul style="list-style-type: none"> <li>Invite Jewish Federation of Cen Cal</li> <li>Invite Asian American Club-they do activities like Lion Dance and paper crane folding or Asian American Faculty &amp; Staff Association to speak on their activities</li> <li>Invite Psych Coordinators to speak</li> </ul>

June	<ul style="list-style-type: none"> <li>• Juneteenth</li> <li>• LGBTQIA+ Pride Month</li> </ul>	<ul style="list-style-type: none"> <li>• Invite Fresno Juneteenth Festival organizer</li> <li>• Invite Pride Parade organizer or a local drag queen or Allied Faculty &amp; Staff group</li> </ul>
July	<ul style="list-style-type: none"> <li>• Islamic New Year (7/8/24)</li> </ul>	<ul style="list-style-type: none"> <li>• Invite Islamic Cultural Center to explain significance &amp; practices or Muslim Student Assoc (CCC, FCC)</li> </ul>
August	<ul style="list-style-type: none"> <li>• Women's Equality Day (8/26)</li> </ul>	<ul style="list-style-type: none"> <li>• Invite Fresno Co. Women's Chamber of Commerce or honor a local woman who is making a difference in our community – especially if an alumni or staff</li> </ul>
September	<ul style="list-style-type: none"> <li>• Hispanic/Latinx Heritage Month (Sept/Oct)</li> </ul>	<ul style="list-style-type: none"> <li>• Invite Latino Faculty &amp; Staff org</li> </ul>
October	<ul style="list-style-type: none"> <li>• Disability Awareness Month</li> <li>• Filipino American History Month</li> <li>• Diwali</li> </ul>	<ul style="list-style-type: none"> <li>• Invite DSPS Directors or a notable student</li> <li>• Invite Von Torres to recite a poem</li> <li>• Invite Central CA Society of India to share significance &amp; traditions of Diwali</li> </ul>
November	<ul style="list-style-type: none"> <li>• Native American Heritage Month</li> <li>• World Kindness Day (11/13)</li> </ul>	<ul style="list-style-type: none"> <li>• Invite Native American student club or dance performance</li> <li>• Invite someone to share some simple ideas to spread kindness</li> </ul>
December	<ul style="list-style-type: none"> <li>• International Migrants Day (12/10)</li> <li>• Human Rights Day (12/10)</li> </ul>	<ul style="list-style-type: none"> <li>• Campus DREAM Centers</li> <li>• Open calls for art submissions on human rights with a small showing at the meeting</li> </ul>

## APPENDIX C: EEO/Diversity Best Practices Handbook

<https://www.cccco.edu/-/media/CCCCO-Website/Reports/cccco-eeoreport-062022->

[a11y.pdf?la=en&hash=9D7F34D11B52A45F4C689F4AB733347067E8BC3D](https://www.cccco.edu/-/media/CCCCO-Website/Reports/cccco-eeoreport-062022-a11y.pdf?la=en&hash=9D7F34D11B52A45F4C689F4AB733347067E8BC3D)



# 2022 Equal Employment Opportunity (EEO)/Diversity Best Practices Handbook

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor

## APPENDIX D: EEO Ten Point Plan for Faculty Diversity Hiring



2023

# Equal Employment Opportunity (EEO) 10-Point Plan for Faculty Diversity Hiring

California Community Colleges Chancellor's Office

5/25/2023



# 2023 EQUAL EMPLOYMENT OPPORTUNITY (EEO) 10-POINT PLAN FOR FACULTY DIVERSITY HIRING

---

---

**Prepared By**

California Community Colleges Chancellor's Office



# INTRODUCTION

Dear Colleagues,

Over the last four years, our collective commitment, vision and progress to transform our colleges and communities has been remarkable. This year alone, new regulations to advance Diversity, Equity and Inclusion in Evaluations and Tenure for all employees at California Community Colleges were officially approved by the Department of Finance. Into the future, our course for action is enabled through on-going statewide professional development opportunities, and the release of new Equal Employment Opportunities (EEO) Best Practices Innovation Grants.

At a time when equity work is being weaponized and amplified by the media, legislated to be illegal in some states, and battled at the highest courts, we must be clear about our aspirational goals to intentionally support the success of our students, faculty and staff. In doing so, we must simultaneously celebrate our equity gains and accept our responsibility as leaders of the largest system of public higher education, with a duty to work even harder to close equity gaps. To that end, I am pleased to present another milestone of our commitment, the 2023 Equal Employment Opportunity Ten Point Plan. This valuable tool is designed to assist campuses and districts across the state to use high-impact strategies to move the needle in achieving equity for historically marginalized populations.

This toolkit is an abbreviated version of the 2022 EEO Handbook, intended to advance the cultural transformation of the largest system of public higher education and one of the largest employers in California. The goal of this abbreviated version is to demonstrate themes in promising practices for your college or district, and to enable action based on your institutional needs.

In today's rapidly evolving world, it is more important than ever for California's Community Colleges to be inclusive and equitable for all students and employees. Through the dedicated efforts of the Diversity, Equity, Inclusion and Accessibility Implementation Workgroup, the EEO and Diversity Advisory Committee, and leaders throughout the state, the Ten Point Plan has been carefully crafted. It offers guidance on equity-focused hiring and retention practices and procedures, and much more. Furthermore, it provides a blueprint for necessary collaboration amongst system stakeholders. As such, we encourage district and campus leaders to reference this resource to gain inspiration for local action that leads to equitable policies and practices. The 2023 Equal Employment Opportunity Ten Point Plan will also be instrumental to the submission of updated district EEO Plans, which will require districts and local communities to use the EEO Plan as a multi-year planning tool to diversify their workforce.

Immediate action to engage with this tool will continue our collective efforts to create a more diverse and inclusive workforce that reflects the communities we serve. On behalf of the Board of Governors, I sincerely thank and appreciate everyone who has contributed to fostering a culture of innovation, equity and inclusion across California's 116 community colleges. Together, we must be active builders of the system that our students need today and into the future. Our transformation is a movement for access, success and justice.

Sincerely,

Dr. Daisy Gonzales  
Interim, Chancellor for California Community Colleges

## FOREWORD

Dear Colleagues,

The California Community College system is the premier symbolic personification of opportunity, access and socio-economic mobility. The integral programming opportunities of our institutional framework is the catalyst that propels and disrupts historically institutionalized cycles of generational poverty. As evident by the richness and diversity of our students, opportunity and access is a salient prerequisite for institutional advancement. Research shows that representation is a multiplier not only in the faculty who teach our diverse student populations but, in the methodology, and pedagogical practices that directly impact and inform our curriculum, textbooks and distinct learning frameworks.

The 2023 Equal Employment Opportunity Ten Point Plan is an opportunity to continue to advance highly impactful initiatives that promote Diversity, Equity, Inclusion and Accessibility (DEIA). Regardless of our journey, we are all passengers with a shared destination. Our goal is to achieve excellence in advancing DEIA efforts by shifting the proverbial needle through evidence-based solution-focused innovative strategies that revolutionize our pre-hiring, hiring and post-hiring policies.

Our hope is that you utilize this resourceful toolkit crafted and endorsed by your respective colleagues and shared stakeholders to fuel our collective purpose as we embark upon our transformational journey of seeking equity, inclusion and educational excellence. With the support of committed equity partners such as yourselves, I am more than confident that California will continue to be trailblazers of transformational equity. Let's buckle-up and ride this momentum together as chartered champions for our students, colleagues and the generations to come.

In solidarity,

Dr. Abdimalik Buul  
Visiting Executive of Educational Excellence and Equal Employment Opportunity Programs

# ACKNOWLEDGMENTS

## CONTRIBUTORS

Dr. Daisy Gonzales, Interim Chancellor, California Community Colleges Chancellor's Office

Wendy Brill-Wynkoop, College of the Canyons & Faculty Association of California Community Colleges

Dr. Abdimalik Buul, California Community Colleges Chancellor's Office

Karen Chow, Foothill De Anza Community College District, Academic Senate

Alina Cortes-Quintana, California Community Colleges Chancellor's Office

Bethany Daniels, California Community Colleges Chancellor's Office

Dr. Dana Emerson, Coastline College, The Village Demands

Dr. Angelica Gonzalez, Southwestern College, Academic Senate

Angela Hoyt, Cabrillo College, ACHRO

LaToya Jackson-Lainez, Sierra College, ACHRO

Ebony Jeffries, California Community Colleges Chancellor's Office

Dr. Siria Martinez, California Community Colleges Chancellor's Office

Julianna Mosier, State Center Community College District, ACHRO

Virginia "Ginni" May, Sacramento City College, Academic Senate President

Dr. Lizette Navarette, California Community Colleges Chancellor's Office

Christine Phillips, State Center Community College District, ACHRO

Dr. Eric Ramones, West Valley-Mission Community College District, ACCCA

Robert L. Stewart, Los Angeles Community College District, Academic Senate

Sussanah Sydney, Santa Rosa Junior College, ACHRO

Michelle Velasquez-Bean, Rio Hondo College

Manuel J. Vélez, San Diego Mesa College, Academic Senate

Dr. Maria-Jose Zeledon-Perez, San Diego City College Academic Senate



ACADEMIC SENATE  
for California Community Colleges  
LEADERSHIP • EMPOWERMENT • VOICE



Equal Employment Opportunity  
and Diversity Advisory Committee



CSSO  
Chief Student  
Services Officers  
Association

# The 10-Point Plan

Introduction . . . . . 4

Foreword . . . . . 5

Acknowledgments . . . . . 6

**Pre-Hiring** . . . . . 8

1 - INTENTIONAL REVIEW and ADAPTATION OF POLICY & PRACTICES . . . . . 8

2 - INTENTIONAL TRAININGS . . . . . 9

3 - INTENTIONAL OUTREACH & RECRUITMENT . . . . . 9

**Hiring** . . . . . 10

4 - SEARCH COMMITTEE COMPOSITION . . . . . 10

5 - STUDENT PARTICIPATION ON COMMITTEES . . . . . 10

6 - CLUSTER HIRING INITIATIVE . . . . . 10

**Post-Hiring** . . . . . 11

7 - INCLUSIVE COMPREHENSIVE ON-BOARDING . . . . . 11

8 - INTENTIONAL MENTORING . . . . . 12

9 - CAMPUS CLIMATE & PROFESSIONAL LEARNING OPPORTUNITIES . . . . . 13

**Collaboration** . . . . . 15

10 - COLLABORATION . . . . . 15

References and Resources . . . . . 15

# EQUAL EMPLOYMENT OPPORTUNITY (EEO) 10-POINT PLAN FOR FACULTY DIVERSITY HIRING

Increasing diversity in faculty, staff, and administrators centers around the hiring process. Each phase of the hiring process has opportunities to inject INTENTIONAL practices that affect the diversity outcomes of new employees. This California Community Colleges Equal Employment Opportunity (EEO) 10-Point Plan covers best practices categorized in four areas: **Pre-Hiring, Hiring, Post-Hiring** and **Collaboration**.

## PRE-HIRING

### 1 - INTENTIONAL REVIEW and ADAPTATION OF POLICIES & PRACTICES

Colleges must deeply assess current pre-hiring practices; e.g., policies, pre-hiring committee policies and practices.

- a) Board Policies - In collaboration with labor partners/Academic Senate to revise the board policy and administrative regulations as identified in the Title 5/EEO best practices guide.
- b) The ASSCCC suggests using a framework for developing a process of appointing committee members. The process should identify those who actualize the college's values regarding diversity, equity, and inclusion.
- c) Diverse Representation - In all areas of the pre-hiring process intentionality is critical to maintain diversity in various phases particularly in the committee process.
- d) Committee Procedures - Make an in depth analysis of procedures such as interview questions, teaching demonstrations, screening criteria/rubric, committee composition, and practices that oversee and correct committee composition when there is diversity lacking. Use a racial equity framework to guide the process of appointing committee members. The framework should include five components: Analysis, Goals, Implementation, Evaluation, and Engagement of partnerships.
- e) Racial Equity Frameworks - Racial equity frameworks are sets of concepts, principles, and practices that are used to understand, address, and prevent racial disparities and inequalities in various settings and systems, including education, health care, criminal justice, and employment. The framework provides a comprehensive approach to addressing racial inequities by examining the impact of systemic and historical factors, such as racism and discrimination, on the experiences and outcomes of different racial and ethnic groups. The goal of adopting and implementing racial equity framework is to ensure that all individuals have equal opportunities to thrive, regardless of race or ethnicity. For more information, access the free resources through the Vision Resource Center "[I Don't See Color, I Just See People: Becoming Culturally Competent](#)" and "[Playing Behind a Screen: The Implicit Bias in Our Colleges.](#)"
- f) Blind Application Process- the process of removing any and all identification details from your candidates' resumes and applications. It helps your hiring team evaluate people on their skills and experience instead of factors that can lead to biased decisions ([Hassan, 2022](#)).
- g) Questions - Use interview questions for faculty that highlight issues of diversity and inclusion. For sample questions, reference page 25 of the [EEO handbook](#).

## 2 - INTENTIONAL TRAININGS

As part of the [new EEO regulations](#), colleges must provide diversity training for the staff supporting the applicant/application process, as well as for members of hiring committees who participate in candidate selection.

- a) Human Resources: It is imperative that Human Resources (HR) departments of colleges make the application process accessible to applicants. This can be achieved by posting clear instructions along with video resources when applicable, to guide applicants through the process. HR applicant resources should include information on “top things that disqualify applicants from moving on to hiring committees.” HR can also explain the significance of meeting minimum qualifications, provide guidance on where to access the list, and explain the process of filing for equivalency when appropriate. Additionally, HR should also include contact information for applicants in the event a mistake has been made on their application or if they are experiencing technical difficulties.
- b) Hiring Committees: Colleges must ensure that hiring committees are trained on [Equal Employment Opportunities best practices](#) for developing screening criteria, interview questions, and for conducting interviews. Review the frequency of search committee members completing a hiring orientation. For more examples and resources, see the [ASCCC’s DEIA Canvas modules](#).

## 3 - INTENTIONAL OUTREACH & RECRUITMENT

Colleges must be intentional around their internship programs and recruitment efforts to increase the pool of diverse applicants.

- a) Investing in a robust internship program is critical to the development of a career pipeline at the college campus or district level. Colleges engaging in internship programs must demonstrate intentionality in recruiting and retaining diverse faculty interns e.g. [Grow Your Own Collective](#) and [ASCCC Model Hiring Principles and Procedures](#). Furthermore, the most racially diverse employee group in the California Community college system are classified professionals. As such, engaging them can be fruitful as many have advanced degrees. Classified professional engagement is an innovative effort. However, a major consideration is an understanding of local bargaining requirements.
- b) Affinity based groups serve as a great source for recruitment efforts. In particular, affinity based groups (or Employee Resource Groups/ERGs) should serve as levers to raise awareness about employment and internship opportunities. It is advised that colleges maintain relationships with affinity based organizations at the local and national level. Oftentimes ERGs are created with little to no utility value; recruitment is one of the most salient aspects of hiring and ERG’s can be instrumental in that process.
- c) Recruitment and outreach have two forms. Intentional outreach and recruitment of diverse hiring pools may require active outreach. Active outreach differs from passive outreach in that HR personnel take initiative by physically attending events where potential candidates are known to attend. Possible conferences are [COLEGAS](#), [A2MEND](#), [APAHE](#). Other forms of outreach consist of developing relationships with local universities, graduate programs, or hosting open house/job fairs on the college campus. Additional forms of outreach can consist of fostering relationships with community based organizations, chambers of commerce, or faith based organizations.

## HIRING

---

### 4 - SEARCH COMMITTEE COMPOSITION

- a) There are multiple models for developing effective search committees. The composition of the search committee signals the institution's values, culture and climate. Include individuals who will provide a range of different perspectives and expertise, and who will provide a demonstrated commitment to diversity and inclusion. Different perspectives could come from representation of established and new to their career faculty as well as members from outside of the discipline(s) filling a position. Institutions should also include a [student representative](#) as a best practice of creating diversity and implementing a unique perspective.
- b) Consider including a member from the diversity committee, if one exists, on the search committee to ensure that the search committee recruits and gives full and careful consideration of candidates from underrepresented groups.
- c) Be mindful not to overburden colleagues from underrepresented backgrounds with a disproportionate number of committee assignments.

### 5 - STUDENT PARTICIPATION ON COMMITTEES

"...review of state law reveals nothing that would prohibit students from participating in community college recruitment and selection processes". In contrast, the Education Code's equal employment opportunity (EEO) provisions support the participation of students to ensure the community college workforce is "continually responsive to the needs of a diverse student population" by "ensuring that all persons receive an equal opportunity to compete for employment and promotion . . ." (Ed. Code §87100, subd(a).)

### 6 - CLUSTER HIRING INITIATIVE

Cluster hiring or hiring multiple scholars into one or more departments based on shared, interdisciplinary scholarly interests is seen as a way to advance and integrate faculty diversity or other aspects of the college mission, such as teaching or community engagement. This hiring process can be beneficial for attracting applicants from historically underrepresented backgrounds and increasing diversity in faculty hiring since cluster hires signal a significant commitment to—and investment in—a specific area of need such as teaching, service and/or outreach. Cluster hires suggest the building of communities ([Best Practices for Faculty Searches, University of Washington](#)).

- a) Some foundational questions of Cluster Hiring programs include: What are the characteristics of the most successful programs? What are some challenges that institutions experience that might be avoided in the future? How have these programs impacted the diversity and the climate, both at the institutions that developed these programs to address specific goals, and those that did not? ([Faculty Cluster Hiring for Diversity and Institutional Climate, 2015](#)).
- b) Commonly cited benefits of Cluster Hiring Initiatives include fostering interdisciplinary collaboration, raising the public profile of an institution, attracting high value new faculty,

## 6 continued

and achieving critical mass of faculty. ([EAB Playbook for Effective Cluster Hiring, July 2018](#)).

- c) Faculty challenges and complaints attributed to failed practices in cluster hiring initiatives: Poor communication and collaboration lack of transparent policies and processes expressed as “This is a just a power grab by institution leadership.”; time consuming search process expressed as “We will never fill the gaps in our department”; lack of unique support needed for new cluster hires expressed as “No one seemed to have thought through where we’re going to put all [the]new people”; no plan for sustaining the initiative expressed as “That great new faculty member left after two years and now we have nothing to show for it”; and challenges tracking the impact of employing the cluster hiring initiative, expressed as “I’m not convinced the cluster was any better than our traditional hiring process.” ([EAB Interviews and Analysis, 2018](#))

## POST-HIRING

### 7 - INCLUSIVE COMPREHENSIVE ON-BOARDING

On-Boarding is a critical stage in ensuring the retention of the new faculty from day one. The goal is to move from a general orientation process to a strategic plan aimed at equipping the new faculty with tools and knowledge to succeed within their department while navigating the culture of the District.

The onboarding process should include an intentional and continuous mentoring program which ensures that new faculty are informed, included, and supported in a true collaborative environment. This requires a thoughtful matching with a mentor who is committed to advocating for their mentee ([Rockquemore, 2016](#)). Further, a strong faculty mentoring program is well organized and provides the foundation for the mentor/mentee to establish professional goals to be achieved during the term of the relationship which ideally would be a full academic year. Mentoring programs with advanced levels should be available as faculty progress through the tenure process and to fulfill professoriate stages. Diverse experienced mentors should be compensated for their participation in the program. Mentees should also have the opportunity to be supported by campus affinity groups.

Key attributes of a successful onboarding strategy are:

- a) Diverse speakers and information
  - Affinity groups - include affinity group leaders in the onboarding planning process to create a plan for the new faculty to feel welcome and connected.
  - Recommended timelines – clearly outline the duration of the onboarding process and allocate time for the initial new faculty orientation, connection with affinity group, technical training, and check-in/follow-up process.
- b) Co-created content
  - Developed with input from new faculty and prior participants



## 7 continued

- Developed based on feedback from students. What do students wish their professors have knowledge about and integrate in the classroom?
  - Include tools to succeed such as sample frameworks, syllabi, professional development handbooks and toolkits.
  - Provide opportunities to reinforce collegiality, respect, and to engage in healthy dialogue to ensure a campus culture that fosters diversity, equity, inclusion, and accessibility.
  - Partner with Human Resources and local union representatives to provide information regarding faculty rights and responsibilities and information about processes to navigate challenges
- c) Revisit Tenure process to be more explicit about requirements to teach, work, and lead within the California Community Colleges system. Reference the [Diversity, Equity and Inclusion Competencies and Criteria](#).

### Recommendations

- Tools to succeed
    - Does the tenure process have the mechanisms to advocate for successful growth and development?
    - Responsibility of managers and chairs (accountability to provide support to faculty in the tenure process)
    - Provide professional learning opportunities to chairs and managers to enable them to support faculty through the process
- d) In the formation of a diverse evaluation committee for tenure review, consider an interdisciplinary faculty approach by having cross-divisional representation.

## 8 - INTENTIONAL MENTORING

Holistic and intersectional mentoring provides a strong foundation for faculty, particularly faculty of color, to have opportunities to build support and thrive as professional, respected educators on campus ([Sears & Griffith, 2019](#)). A sustainable and structured mentorship program is strongly recommended, developed by relevant stakeholders to ensure continuity and accountability. It is also recommended that all stakeholders involved from the district, college, school, and department level work in collaboration and alignment to ensure the successful implementation of the mentorship program to support and retain faculty, especially faculty of color. As everyone has a role in retaining new faculty it is recommended to delineate recommendations for each division. Lastly, in order to create sustainability, continuity and accountability for the onboarding and mentorship program on each campus, we recommend that a permanent role is created at the college level to develop and implement the program in collaboration with other stakeholders.

### Mentorship

- a) Intentional selection of mentors that are validating, supportive and resourceful for the

new hire. Personalized approach - Initially short term (i.e. 1 year)

- a) Selection of an advocate/mentor by mentee after year one based on their interests, etc.
- a) Set Goals/Outcomes - recommended benchmarks
- a) Affinity Groups - can be more resourceful
- a) Incentivize by providing resources for individuals who are offering mentorship and for those seeking mentorship as well. Resources can consist of professional development to learn skills for proper mentoring, PD credits, recognition events, and stipends.
- a) Spectrum of diversity should be considered when pairing mentors and mentees

## **9 - CAMPUS CLIMATE & PROFESSIONAL LEARNING OPPORTUNITIES**

Campus climate surveys and stay and exit interviews have been proven to be an effective temperature check of institutions' sense of belonging and welcoming environment for employees. Ensuring data quality and gathering results from surveys and interviews inform the necessary professional development to mitigate and reconcile challenges faced by faculty, specifically faculty of color. Furthermore, having explicit disaggregated data to get to the core issues facing validation, engagement and retention of diverse faculty members is salient to working from a diversity, equity and inclusion lens. Some model examples of moving the needle in our system require a paradigm shift on how we view middle management with a DEIA lens.

- a) Data collection is critical to informing the college and district of the current climate, the goals and the progress of DEIA efforts. Climate surveys solicit opinions on a variety of issues about the work and school environment. It can also gauge success of programs, policies and procedures that have been implemented.
- b) Stay interviews are very important in addressing issues or concerns of new faculty to allow early intervention thereby averting new faculty turnover. Conducting stay interviews should be combined with swift proactive actions following the feedback from the new faculty. Stay interviews provide an opportunity for management to lean in and listen to the new faculty articulate their needs, challenges, opportunities, and what it would take for them to continue their career journey at the college and the District. When properly conducted, stay interviews will facilitate better understanding, build trust and foster relationships between the new faculty and management which ultimately promotes faculty retention. Best practices show that stay interviews are more effective when conducted in person using structured questions versus via online surveys. Data and feedback gathered from the stay interviews should be geared towards immediate process improvement thereby, facilitating a more positive and nurturing experience for the new faculty.
- c) Exit interviews can identify and solve organizational challenges that lead to attrition and provide perspectives on how equity and inclusion are being realized in the work culture.

## 9 continued

- d) Applicant surveys inform your recruitment efforts at what is often the first point of contact with your district.
- e) All of these potential data streams can be anonymous which leads to more honest feedback and can lead to actionable plans to address issues relevant to your college and District. It also demonstrates to your employees that their voice is valued, and if responded to appropriately, reassures your employees that their voice is heard and validated.
- f) Another intervention to support new faculty hires is the diversification of department chairs and deans. Diversifying the chairship and deans is instrumental in equitably uplifting new voices and providing different and often new options in leadership and hiring. Although each district and campus have complex makeups and certain practices are locally negotiated; term limits are a democratic process deployed to ensure equality. This practice should also prevent burnout and create succession planning for departments struggling to diversify. Furthermore, it allows for an introspective view of reanalyzing antiquated ways of conducting business as usual, be it in the construction of committee structures, hiring and viewing nebulous terms such as “fit” and “experience” with an equitable lens.
- g) Key opportunities for a welcoming campus climate and professional development are:
  - Opportunities for advancement
  - Alignment with campus climate surveys and, stay and exit interviews
    - Anonymous - no retribution
    - Lead to proactive changes
    - Innovative and fresh perspectives on challenges identified through needs assessment
  - Explicit DEIA focus
  - Alignment with campus climate surveys and, stay and exit interviews
  - Diversify and rotate chairships (department chairs, committees)
  - Training for Deans and Department Chairs/Co-Chairs to work effectively with faculty
    - Paradigm shift
      - Disrupt the idea of “Good fit”
      - Reanalyze “experience”
    - Term limits for committees and chairships
      - Prevents burnout
      - Creates a succession plan

## COLLABORATION

### 10 - COLLABORATION

Many of the aforementioned points are not plausible without engaging the ecosystem of hiring within the institution. Operating in silos is counter productive to the innovative strategies such as clustering, hiring, or the establishment of affinity groups or employee resource groups. The imperative to engage all stakeholders from the campus including students, classified professionals and administrators to diversify the faculty ranks is paramount. Furthermore, the current construct of our college campuses to be more focused on being intentionally student centered and fostering a sense of belonging is aligned with establishing an ethos of belonging for our faculty and hence could benefit from other constituent groups championing the effort to increase the diversity of faculty.

### REFERENCES AND RESOURCES

- [1] [Best Practices for Faculty Searches, University of Washington](#), February 2016; revised August 2017, August 2018, August 2021
- [Association of Chief Human Resource Officers \(ACHRO\) Diversity, Equity and Inclusion](#)
- [Academic Senate for California Community Colleges ASCCC Model Hiring Principles and Procedures course](#)
- [California Community Colleges 2022 Equal Employment Opportunity \(EEO\)/Diversity Best Practices Handbook](#)
- [Hiring Biases and Blind Recruitment](#)
- [3] [Grow Your Own Collective](#)
- [Project Match](#)
- [SDICCCA Regional Fellowship Program](#)
- Coast Colleges T.I.E.S. Program
- [5] [Legal Opinion 2020-08: Student Participation in Community College Recruitment](#)
- [Interrupting Bias in the Faculty Search Process, University of Washington](#), 2018
- [6] [Faculty Cluster Hiring for Diversity and Institutional Climate](#), 2015
- [EAB Playbook for Effective Cluster Hiring](#), July 2018
- [EAB Interviews and Analysis](#), 2018
- [W. Washington University Best Practices for Recruiting and Retaining Faculty and Staff of Color](#)
- [ASCCC – Convergence of Diversity and Equity: Guiding Framework for the Hiring Process, 2019](#)
- [ASCCC - Cluster Hiring for Faculty Diversification](#), 2022
- [University of Washington Handbook of Best Practices for Faculty Searches](#)
- [7] [Can I Mentor African-American Faculty?](#) Rockquemore, 2016
- [8] [Sears & Griffith](#), 2019
- [ASCCC - How to Start Antiracist Work: Faculty Hiring Practices for Diversification](#), 2020
- [9] [UC Berkeley People & Culture](#)
- [The Ohio State University, The Stay Interview: Gain Insight, Reduce Turnover](#)



Front cover photo: Los Medanos College.

Photo at right: San José City College.

Back cover photo: Chaffey College.



Connect  
with us!

## WEBSITES

**California Community Colleges**

[cccco.edu](http://cccco.edu)

**Salary Surfer**

[salarysurfer.cccco.edu](http://salarysurfer.cccco.edu)

**I Can Go To College**

[icangotocollege.com](http://icangotocollege.com)

## SOCIAL MEDIA



**California Community Colleges  
Facebook Page**

[facebook.com/CACommColleges](https://facebook.com/CACommColleges)



**California Community Colleges  
Twitter Feed**

[twitter.com/CalCommColleges](https://twitter.com/CalCommColleges)

**Interim Chancellor Dr. Daisy Gonzales  
Twitter Feed**

[twitter.com/daisygonzales](https://twitter.com/daisygonzales)

**Government Relations Twitter Feed**

[twitter.com/CCGRAdvocates](https://twitter.com/CCGRAdvocates)



**California Community Colleges  
YouTube Page**

[youtube.com/CACommunityColleges](https://youtube.com/CACommunityColleges)



**California Community Colleges  
Instagram Page**

[instagram.com/](https://instagram.com/)

[CaliforniaCommunityColleges](https://instagram.com/CaliforniaCommunityColleges)



California Community Colleges Chancellor's Office  
1102 Q Street | Suite 4400 | Sacramento, CA 95811  
[www.cccco.edu](http://www.cccco.edu)

## APPENDIX E: EEO Grants



MEMORANDUM

April 14, 2023

Via Email

**TO:** Chief Executive Officers  
 Chief Human Resources Officers  
 Chief Instructional Officers  
 Chief Student Services Officers  
 Chief Business Officers

**FROM:** Dr. Abdimalik Buul, Visiting Executive of Educational Excellence and Equal Employment Opportunity Program

**CC:** Dr. Daisy Gonzales, Interim Chancellor  
 Dr. Lizette Navarette, Interim Deputy Chancellor  
 Dr. Siria Martinez, Assistant Vice Chancellor, Student Equity and Success

**RE:** Notification of Intent to Award for FY 2023-25 Equal Employment Opportunities (EEO) Innovative Best Practices Grants

---

This memorandum is a formal notification of the intent to award the Equal Employment Opportunities Innovative Best Practices Grants (EEO IBP Grants) by the Chancellor's Office Institutional Effectiveness Division (IE) and the Office of the General Counsel (OGC).

Due to the competitive nature and the quality of applications, as well as the ongoing commitment to incentivize local innovation and creativity, the Chancellor's Office has allocated additional funding for this grant fund. As a result, the Chancellor's Office is proudly awarding a total of \$5,651,806 in EEO IBP grant awards to a total of 21 districts.

Pending Board of Governor's approval, as well as the availability of funds, grant commencement will be June 1, 2023. These grants will not be formally awarded until after Board of Governors' approval, and institutions included in this notification should not make public statements indicating the receipt of funding until after Board of Governors' approval. A list of the awarded project applications and the funding amount can be found in the "Intent to Award" table on pages 2 and 3.

### Grant Overview

The EEO IBP Grants are awarded to California community college districts to aid institutions that pilot or create innovative DEIA-minded practices related to EEO in the categories of Pre-Hiring Interventions, Post-Hiring Interventions, and Diversity Promising Interventions. The goals of the EEO IBP Grants are twofold:

1. To incentivize local innovation and support the advancement of innovative Diversity, Equity, Inclusion, and Accessibility (DEIA)-minded practices in the EEO areas of pre-hiring, post-hiring, and diversity promising retention practices.



## Notification of Intent to Award for FY 2023-25 Equal Employment Opportunities Innovative Best Practices Grants

April 14, 2023

2. To act as a catalyst to both enhance and expand districts' existing EEO efforts relating to faculty and staff diversity.

### Grant Awards

All applications were reviewed and competitively scored. Outlined in the "Intent to Award" table are grant awards by district, proposal title, tier, and award amount.

### Protest of Awards

Applicants have ten (10) business days from the day this memorandum is distributed and posted online to submit a letter of appeal signed by an authorized person. If an appeal is entered during this period, the grants affected will not be awarded until the appeal is resolved. Appeals shall be limited to the grounds that the Review Committee failed to correctly follow the specified processes for reviewing the application, indicating the specific process(es) in dispute. Incomplete or late protest will not be considered. The appeal must specify the grounds of appeal and must be based on the process and/or procedures used in the review and recommendation of application for awards. Protests should be submitted to the Chancellor's Office at the following email address: [khenderson@cccco.edu](mailto:khenderson@cccco.edu) by 5 p.m. on the 10<sup>th</sup> day after posting.

### Next Steps

The Chancellor's Office reserves the right to adjust awards based upon the availability of funds, or fund applications at a lesser amount if it determines, at its sole discretion, that the application can be implemented with less funding, or if funding is not sufficient to fully fund awards. Before the execution of a grant agreement, the Chancellor's Office staff may contact institutions receiving funding to request adjustments or modifications to the proposal and/or budget.

For questions regarding the EEO IBP Grant awards, please contact Dr. Krystal Henderson, Grant Monitor at [khenderson@cccco.edu](mailto:khenderson@cccco.edu).

### Intent to Award

College District	Proposal Title	Tier	Award Amount
Allan Hancock Joint CCD	Allan Hancock College Equal Opportunity Innovative Best Practices	2	\$200,000
Cabrillo CCD	Cabrillo's 2023 EEO-Innovative Best Practice Proposal	2	\$200,000
Coast CCD	EEO IBP - Coast CCD	1	\$300,000
Contra Costa CCD	4CD Teaching Excellence Faculty Internship	1	\$300,000
Lake Tahoe CCD	Lake Tahoe Community College Faculty and Staff Onboarding and Mentorship Program	2	\$200,000
Long Beach CCD	LBCC Onboarding Infrastructure Project	1	\$296,429
MiraCosta CCD	MiraCosta College EEO IBP Application	1	\$300,000
Mt. San Antonio CCD	Employee Mentorship and Restorative Justice Programs at Mt. San Antonio College	1	\$300,000

**Notification of Intent to Award for FY 2023-25 Equal Employment Opportunities Innovative Best Practices Grants**

April 14, 2023

North Orange County CCD	Boosting Recruitment & Applicants with NOCCCD's DEIAA (BRAND) Intervention	1	\$299,985
Peralta CCD	Equal Employment Opportunity Innovative Best Practices	2	\$155,500
Rancho Santiago CCD	Rancho Academy: an innovative practical pathway to faculty diversity	1	\$300,000
Rio Hondo CCD	Beyond Diversity Initiative	1	\$299,897
San Bernardino CCD	SBCCD EEO Innovative Best Practices	2	\$200,000
San Francisco CCD	The Humanizing Resources Project: Hire, Retain, Celebrate Employee Excellence Project (HRCEEP)	1	\$300,000
Santa Barbara CCD	Disrupting institutional and structural racism: Hiring for Equity and Fostering Belongingness	1	\$299,995
Santa Monica CCD	Santa Monica College - EEO IBP Application	1	\$300,000
Shasta-Tehama-Trinity Joint CCD	Shasta College Advancement of Diversity and Equity through EEO (SCADEE)	2	\$200,000
Sierra Joint CCD	EEO IBP Equal Employment Opportunity (EEO) Innovative Best Practices Grant Application (Sierra College)	1	\$300,000
Sonoma County CCD	SRJC: Cultivating an Ecosystem of Belonging	1	\$300,000
South Orange County CCD	SOCCCD Building Leadership Opportunities through Outstanding Mentorship (BLOOM)	1	\$300,000
State Center CCD	SCCCD Faculty Internship and Diversity Program (FIDP)	1	\$300,000

## APPENDIX F: SCCCD 2022-23 DEIA Events & Learning



### August 2022

FCC: Giving Credit Where Credit is Due: How Credit for Prior Learning Can Help Close Equity Gaps

FCC: AB705: A Model for Equity-Minded Data Review

FCC: Become a Trans Ally!

FCC: Disrupting SLO's with DEI and Paradigm Shifts

FCC: Intersectionality: A Gateway to Empowerment

FCC: LGBTQ Cultural Competence training

FCC: The Equity Tutorial Challenge

FCC: Tim Wise, What you can do to uproot racism, privilege and institutional Inequity

MCC: Lumina Foundation \$1 million community college challenge winner

MCC: Foro de Comunidades Indígenas Mexicanas en el Exterior (Forum of Indigenous Mexican Communities Abroad, with Mexican Consulate)

### September 2022

FCC: BIPOC Grief & Growth

MCC: Dia de la Independencia celebration

**October 2022**

FCC: Breast Cancer Awareness month with employee survivor's panel

FCC: College Council Mignoaggression training

MCC: Diversity Day celebration (2 weeks)

DO: Faith and Blue event, SCCC CD Police Department & Sikh Institute of Fresno

DO: ACHRO/EEO Fall Training Institute

DO: 4CSD Road to Transformation: Creating & Sustaining Meaningful Professional Development for Diversity, Equity, Inclusion & Access

Multiple Sites: HACU Annual Conference

**November 2022**

FCC: Veteran's Day ceremony

MCC: Veteran's Day ceremony

RC: Veteran's Day ceremony

RC: Native American Heritage Gathering

All Sites: Colegas Inagural Annual Conference

**December 2022**

DO: SCCC CD Career Fair

DO/MCC: SCCC CD Classified Job Fair at Madera Community College

DO: Muro de Honor

DO: CCCC O EEO Northern California Promising Practice Showcase

**January 2023**

FCC: Exploring Asian Cultures

FCC: How to support your English learnings in your courses

FCC: Programs supporting our diverse student populations

FCC: Reaping the benefits of working with our Deaf/HOH Students and Colleagues

MCC: Dr. Rev. Martin Luther King, Jr. Day celebration & social

RC: Dr. Rev. Martin Luther King Jr. Day Equity Walk

RC: Culturally Responsive Pedagogy Conference with Dr. Chris Emdin

RC: National Day of Racial Healing

DO: CCC Registry Job Fairs in Los Angeles and Oakland

DO: CCC Registry SCCC CD panel discussion on minimum qualifications & faculty hiring processes.

## February 2023

CCC: Black History Month kickoff/Unity Art Project  
 CCC: Black History Month Art Exhibits  
 CCC: African American Read-In  
 CCC: Black Professionals Career Panel  
 CCC: San Francisco day trip to Museum of African Diaspora  
 CCC: Reimagining the Civil Rights Movement  
 FCC: Black History Month Speakers  
 FCC: Installation of Lee Herrick as California's 10<sup>th</sup> Poet Laureate  
 FCC: Dr. Jessica Harris, High on the Hog culinary & cultural historian speaker event  
 MCC: Black History Month event & speaker  
 MCC: Black History Month reading  
 MCC: African Drum Interactive and Purpose II Praise Dancers  
 DO: Wall of Honor  
 DO Cooperation agreement with the Instituto de Aguascalientes & SCCCD

## March 2023

CCC: Black Panther: Wakanda Forever discussion on themes from movie and race, power & gender roles  
 CCC: Women's Day celebration  
 CCC: Women's History Trivia Night  
 CCC: Women's History Open Mic Night  
 CCC: Art talk & poetry reading, adults with visual impairments  
 CCC: Movies for mental health  
 CCC: Celebrating Women in Leadership event  
 CCC: Women's Wellness Fair  
 CCC: Women in STEM event  
 CCC: United Farm Workers supply drive in honor of Cesar Chavez day (March 27-April 7)  
 FCC: International Women's Day event  
 FCC: Film screening & discussion on White Privilege  
 FCC: Women's History Month event, Standing in Solidarity with people of Iran & Afghanistan in fighting oppression  
 FCC: Raising the Glass, Latino Faculty & Staff Association event  
 MCC: Women's History Month read-in

MCC: Film screening & discussion, Lorena Light-Footed  
 MCC: Professional Women of our Region panel discussion  
 MCC: Resource and Job Fair, Dolores Huerta, featured speaker  
 MCC: Faculty attendance at American Association of College and Universities (AAC&U) Conference on Diversity, Equity & Student Success  
 RC: Black Voices from the Ivory Tower Q&A with filmmaker & author Dr. Khalid White  
 RC: Cedric Pulliam, hearing impaired athlete & counselor featured speaker  
 DO: Film Screening & discussion with filmmaker and historian, Adios Amor  
 Districtwide: Men of Color Summit  
 DO: Affinity Group Panel  
 DO: New Employee Orientation (with implicit bias and district demographics training)  
 Multiple Sites: A2MEND Summit

### **April 2023**

CCC: Sexual Assault Awareness presentation  
 CCC: Vision 2035 campus session  
 CCC: Walk it out, chalk it out: Ensuring Black and African American Student Success  
 CCC: Sexual Assault Awareness featured speaker, Carissa Phelps  
 CCC: Asian American Heritage Festival  
 CCC: Breathe, stretch, shake...let it go: Ensuring Black and African American Student Success  
 CCC: AAPI Discussion Panel  
 CCC: Recognizing Black Student Success  
 FCC: John Cho, featured speaker, AAPI month  
 FCC: Asian American Month panel: Anti-Racism & Intersectionality  
 FCC: NAISA Earth Day - Sacred Wisdom, Sacred Water featuring Native Drummers, Tachi Yokuts Dance Group, Indigenous Warriors Flag group  
 FCC: Asian American Month panel  
 FCC: Chinatown Walking Tour  
 FCC: Asian American Month Filipino Arts & Culture, workshop on culture, Eskrima fencing, food & language  
 FCC: Asian American Month, Poetry Reading by Lee Herrick  
 FCC: Asian American Month, Japanese American Internment, Redress & Reparations  
 FCC: Rising Scholars Symposium  
 FCC: Asian Night Market community event

FCC: AsianFest community event

FCC: Rainbow Alliance Gay-La

MCC: AAPI Celebration

MCC: Colors of Change LGBTQIA+ Mini Conference

RC: APIFSA Water Festival Celebration of Southeast Asian New Year

RC: Commemoration of the 107<sup>th</sup> anniversary of the Armenian Genocide

RC: Denim Day for Sexual Assault Awareness

DO/FCC: APAHE National Conference

Districtwide: Classified Mega Conference, all-day professional development, breakout session topics included:

- Managing difficult situations
- Basic Sign Language for customer service and additional resources
- Digging deeper on Equity & anti-racism

### **May 2023**

CCC: Spring Extravaganza & Resource Fair

FCC: 16<sup>th</sup> annual African American Graduate Celebration

FCC: Asian Pacific Islander Celebration of Success

FCC: Latino Graduation Celebration

MCC: Cinco de Mayo Celebration

RC: Diversity & Inclusion Talking Circle

RC: Cinco de Mayo Celebration

RC: Reaching Adjunct Faculty for Training & Support (RAFTS) conference

RC: Green Ribbon Day

RC: AAPI Heritage Month Celebration

RC: First annual Asian & Pacific Islander Student Achievement Celebration

RC: First annual Latino Graduation Celebration

RC: First annual Black Faculty & Staff Association Student Celebration

RC: Veteran Students Graduation & Coin Ceremony

### **June 2023**

CCC: Juneteenth event

FCC: LGBTQIA+ Pride Community Festival

RC: Pride Flag Raising Ceremony

DO: Cultural Humility

DO: Intergenerational Communication

DO: Trans Can Work EMPOWER Career Fair

### Events not limited to one month

FCC: New Employee Equity Academy (kickoff in July, Academy runs through academic year)

FCC: Ram REL (Racial Equity Labs), 4 cohorts in Fall 2022 and 4 cohorts in Spring 2023

MCC: Dialogues on Race & Antiracism for faculty & staff (year-long) with 2 book readings:

Desert Exile: The Uprooting of a Japanese American Family by Yoshiko Uchida and Biased:

Uncovering the Hidden Prejudice That Shape What We See, Think & Do, by Jennifer L.

Eberhardt

MCC: Community of Practice for Joe Feldman's *Grading for Equity*

MCC: Community of Practice for Robin G. Isserles's *The Costs of Completion: Student Success in Community College*

MCC: Diversity, Equity & Inclusion Instructional Planning Retreat

RC: Equity 101 Seminar for Classified Employees (September 2022 - Jan 2023)

RC: Equity Series for Student Employees (Spring 2023 - ongoing)

DO: Office Hours on campuses

DO: Student paid participation on academic search committees and participatory governance

DO: Classified Leadership with a Guided Pathways Lens (July - December 2022)

DO: EEO training for academic search committees

DO: Onboarding training in Vision Resource Center, "I Don't See Color" assigned to all new hires as of 1/1/23



## APPENDIX G: Training Resources

- ACCT Trustee Education Resources: <https://www.acct.org/resources>
- ACHRO/EEO DEI Taskforce Hiring Strategies & Recommendations: <http://achroeeo.com/diversity-equity-and-inclusion/>
- ASCCC Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Tools: <https://asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-idea-tools>
- CCCCCO Vision for Success: <https://www.cccco.edu/About-Us/Vision-for-Success>
- CCCCCO Memo for New EEO Plan Regulations: [EEO NEW PLAN REGULATIONS](#)
- CCLC Papers, Reports, Publications & Data Center: <https://ccleague.org/>
- SCCCD JEDI/EEO webpage: <https://www.scccd.edu/about/diversity-equal-employment-opportunity-and-non-discrimination.html>
- SCCCD Research & Institutional Effectiveness: <https://www.scccd.edu/departments/educational-services-and-institutional-effectiveness/research-and-institutional-effectiveness/index.html>
- Vision Resource Center: <https://visionresourcecenter.cccco.edu/>

## APPENDIX H: Job Advertising Venues and Community Partners

### Ongoing Advertising Venues

Chronicle.com  
CCJN.org  
ComunnityColleges.AcademicKeys.com  
VeteransinHigherEd.com  
CCJobsNow.com  
HBCUconnect.com  
NativeAmericansinHigherEd.com  
HigherEdJobs.com  
LGBTinHigherEd.com  
CCCRegistry.org  
Edjoin.org  
CCJobs.com  
HispanicsinHigherEd.com  
DisabledInHigherEd.com  
InsideHigherEd.com  
WomenAndHigherEd.com  
AsiansInHigherEd.com  
BlacksInHigherEd.com  
CommunityCollegeJobs.com

### Special Advertising Venues Utilized This Year

cccollegas.org  
HealthFacultyJobs.com  
LinkedIn  
Indeed.com  
adasci.org  
CAEYC.org  
IEEE.org  
NursingFacultyJobs.com  
HealthFacultyJobs.com

### Community Partners

Email	Name	Address	City	Phone	Organization
<a href="mailto:mobexec@gmail.com">mobexec@gmail.com</a>	Caressa	378 W Fallbrook Ave	Fresno, CA 93711	(559) 251-9212	Moments of Blessings Church of Fresno
<a href="mailto:aahcmsjv@gmail.com">aahcmsjv@gmail.com</a>					University of California, Los Angeles
<a href="mailto:abel@ucla.edu">abel@ucla.edu</a>					California State University, Fresno
<a href="mailto:ac1023212@aol.com">ac1023212@aol.com</a>					University of Wisconsin
<a href="mailto:adrianr@csufresno.edu">adrianr@csufresno.edu</a>					California State University, Fullerton
<a href="mailto:agloria@education.wisc.edu">agloria@education.wisc.edu</a>					The Arc Fresno
<a href="mailto:agradilla@fullerton.edu">agradilla@fullerton.edu</a>					Central California Legal Services
<a href="mailto:alfredocu@sbcglobal.net">alfredocu@sbcglobal.net</a>					Clovis Community College
<a href="mailto:arcfresno@arcfresno.org">arcfresno@arcfresno.org</a>					California State University, Fresno
<a href="mailto:bao@centralcallegal.org">bao@centralcallegal.org</a>					Santa Monica College
<a href="mailto:becky.rowley@clovis.edu">becky.rowley@clovis.edu</a>					
<a href="mailto:bertag@csufresno.edu">bertag@csufresno.edu</a>					
<a href="mailto:bocanegra_melanie@smc.edu">bocanegra_melanie@smc.edu</a>					
<a href="mailto:brenda@qs-pa.com">brenda@qs-pa.com</a>					
<a href="mailto:cabrillohr@cabrillo.edu">cabrillohr@cabrillo.edu</a>	6500 Soquel Drive	Aptos, CA 95003	(831) 479-6302	Cabrillo College	
<a href="mailto:ccaragon@uwyo.edu">ccaragon@uwyo.edu</a>				University of Wyoming	
<a href="mailto:chancellor@berkeley.edu">chancellor@berkeley.edu</a>				University of California, Berkeley, Chancellor	
<a href="mailto:chancellor@ucla.edu">chancellor@ucla.edu</a>				University of Los Angeles	
<a href="mailto:chancellor@ucr.edu">chancellor@ucr.edu</a>				UC Riverside, Chancellor	
<a href="mailto:chancellor@ucsd.edu">chancellor@ucsd.edu</a>				University of California, San Diego, Chancellor	
<a href="mailto:chclat@uci.edu">chclat@uci.edu</a>				University of California, Irvine	
<a href="mailto:chicanoed@ewu.edu">chicanoed@ewu.edu</a>				Eastern Washington University	
<a href="mailto:chicanos@unm.edu">chicanos@unm.edu</a>				University of New Mexico	
<a href="mailto:chicanostudies.csula@gmail.com">chicanostudies.csula@gmail.com</a>				California State University, Los Angeles	
<a href="mailto:chicstds@utep.edu">chicstds@utep.edu</a>				University of Texas at El Paso	
<a href="mailto:CLFinfo@chicanalatina.org">CLFinfo@chicanalatina.org</a>				Chicanalatina.org	
<a href="mailto:cipr@berkeley.edu">cipr@berkeley.edu</a>				Cal State Berkeley	
<a href="mailto:clrc@ucsc.edu">clrc@ucsc.edu</a>				University of California, Santa Cruz	
<a href="mailto:cls@uc.claremont.edu">cls@uc.claremont.edu</a>	Claremont University Consortium				
<a href="mailto:cmass@austin.utexas.edu">cmass@austin.utexas.edu</a>	University of Texas at Austin				
<a href="mailto:cmcook@sbcc.edu">cmcook@sbcc.edu</a>	Santa Barbara City College				
<a href="mailto:contact@larcfresno.org">contact@larcfresno.org</a>	LARCS of Fresno Inc.	P.O. Box 14144	Pinedale, CA 93650	(559) 298-4886	LARCS of Fresno Inc.
<a href="mailto:coronado_r@comcast.net">coronado_r@comcast.net</a>	Nick Cha	4903 E. Kings Canyon Rd., Suite 271	Fresno, CA 93727	(559) 253-9692	Hmong National Development, Fresno
<a href="mailto:cp49chan@yahoo.com">cp49chan@yahoo.com</a>					Cold Springs Rancheria
<a href="mailto:csrancheria@netptc.net">csrancheria@netptc.net</a>	Cold Springs Rancheria	32861 Sycamore Rd. #300	Tollhouse, CA 93667	(559) 855-5043	Cold Springs Rancheria
<a href="mailto:danm@t-m-law.com">danm@t-m-law.com</a>	Dan McCloskey	120 North E street	Madera, CA 93638	(559) 432-6292	Madera Chamber of Commerce
<a href="mailto:dbray@maderachamber.com">dbray@maderachamber.com</a>					Break the Barriers, Inc.
<a href="mailto:deby@breakthebarriers.org">deby@breakthebarriers.org</a>	Deby Hergenrader	8555 N. Cedar Ave.	Fresno, CA 93720	(559) 432-6292	Break the Barriers, Inc.
<a href="mailto:diana@clovischamber.com">diana@clovischamber.com</a>	Diana Hunnicutt	325 Pollasky Avenue	Clovis, CA 93612	(818) 677-2121	Clovis Chamber of Commerce
<a href="mailto:dianne.harrison@csun.edu">dianne.harrison@csun.edu</a>	Dr. Dianne F. Harrison	California State University, Northridge	Northridge, CA 91330	(818) 677-2121	California State University, Northridge, President
<a href="mailto:dnatalicio@utep.edu">dnatalicio@utep.edu</a>	Dr. Jenni Cardenas, VP of Student Services	8470 N. Overfield Rd., S107D	Coolidge, AZ 85001	(520) 494-5111, ex	University of Texas at El Paso
<a href="mailto:jenni.cardenas@Centralaz.edu">jenni.cardenas@Centralaz.edu</a>					Central Arizona College
<a href="mailto:dylan.rodriquez@ucr.edu">dylan.rodriquez@ucr.edu</a>					UC Riverside, Department of Ethnic Studies
<a href="mailto:eamartinez@nmhu.edu">eamartinez@nmhu.edu</a>	Edward A. Martinez	University of California, Riverside	Riverside, CA 92521	(951) 827-4707	New Mexico Highlands University

<a href="mailto:elconciliodefresno@att.net">elconciliodefresno@att.net</a> <a href="mailto:employment@mdc.edu">employment@mdc.edu</a> <a href="mailto:esmeralda.soria@gmail.com">esmeralda.soria@gmail.com</a> <a href="mailto:Ethnic.Studies@umail.utah.edu">Ethnic.Studies@umail.utah.edu</a> <a href="mailto:ethnicst@berkeley.edu">ethnicst@berkeley.edu</a> <a href="mailto:ethnicst@colorado.edu">ethnicst@colorado.edu</a> <a href="mailto:folexsec@att.net">folexsec@att.net</a> <a href="mailto:fpupres@fresno.edu">fpupres@fresno.edu</a> <a href="mailto:fresnonlpoa2008@yahoo.com">fresnonlpoa2008@yahoo.com</a> <a href="mailto:fzamora@dccd.edu">fzamora@dccd.edu</a> <a href="mailto:gary.schlueter@fresnounified.org">gary.schlueter@fresnounified.org</a> <a href="mailto:good2great11@gmail.com">good2great11@gmail.com</a> <a href="mailto:Gregory.t.fillebrown.mil@mail.mil">Gregory.t.fillebrown.mil@mail.mil</a> <a href="mailto:HeningK@scc.losrios.edu">HeningK@scc.losrios.edu</a> <a href="mailto:henry.yang@ucsb.edu">henry.yang@ucsb.edu</a> <a href="mailto:hmittchell@csub.edu">hmittchell@csub.edu</a> <a href="mailto:HomiesEmpowerment@gmail.com">HomiesEmpowerment@gmail.com</a> <a href="mailto:hr@nicu.edu">hr@nicu.edu</a> <a href="mailto:info@arteamericas.org">info@arteamericas.org</a> <a href="mailto:info@caasf.org">info@caasf.org</a> <a href="mailto:info@communitylinkfresno.com">info@communitylinkfresno.com</a> <a href="mailto:info@fresnobarriosunidos.org">info@fresnobarriosunidos.org</a> <a href="mailto:info@fresnochamber.com">info@fresnochamber.com</a> <a href="mailto:info@fresnofirst.com">info@fresnofirst.com</a> <a href="mailto:info@fresnetmin.org">info@fresnetmin.org</a> <a href="mailto:info@fresnovictory.com">info@fresnovictory.com</a> <a href="mailto:info@momentsofblessings.org">info@momentsofblessings.org</a> <a href="mailto:info@ncjwla.org">info@ncjwla.org</a> <a href="mailto:info@peopleschurch.org">info@peopleschurch.org</a> <a href="mailto:info@uwfm.org">info@uwfm.org</a> <a href="mailto:info@wdacs.lacounty.gov">info@wdacs.lacounty.gov</a> <a href="mailto:info1@cvoc.org">info1@cvoc.org</a> <a href="mailto:ireyes@elcamino.edu">ireyes@elcamino.edu</a> <a href="mailto:irodriguez@albizu.edu">irodriguez@albizu.edu</a> <a href="mailto:ismaeldiazherrera@gmail.com">ismaeldiazherrera@gmail.com</a> <a href="mailto:jaguilar@ucmerced.edu">jaguilar@ucmerced.edu</a> <a href="mailto:jaim@centrods.org">jaim@centrods.org</a> <a href="mailto:japerez@co.fresno.ca.us">japerez@co.fresno.ca.us</a> <a href="mailto:jkenedyharris@ehi.com">jkenedyharris@ehi.com</a> <a href="mailto:ileonbarraza2@gmail.com">ileonbarraza2@gmail.com</a> <a href="mailto:jose.moreno@csulb.edu">jose.moreno@csulb.edu</a> <a href="mailto:italamantes@csub.edu">italamantes@csub.edu</a> <a href="mailto:juan-f-r@comcast.net">juan-f-r@comcast.net</a> <a href="mailto:kcabrera@mpc.edu">kcabrera@mpc.edu</a> <a href="mailto:kflores@fresno.ucsf.edu">kflores@fresno.ucsf.edu</a> <a href="mailto:khart@deltacollege.edu">khart@deltacollege.edu</a> <a href="mailto:kimrajal@sonoma.edu">kimrajal@sonoma.edu</a>	Edward Varela  University of Utah, Ethnic Studies Program UC Berkeley, Department of Ethnic Studies  Joseph Jones, Ph.D. Ruben Diaz  Gary Schlueter  Greg Fillebrown Keith R. V. Heningburg Henry T. Yang Dr. Horace Mitchell Homies Empowerment Program/Adelante  American Affairs Jeff Robinson Socorro Santillan Terry Graham  Amy Breedlove  Women, Los Angeles  & Community Services  Idania Reyes Dr. Ileana Rodriguez-Garcia Ismael Herrera Dr. Jorge Aguilar  Jesus Perez Jackie Kennedy-Harris Jose Leon Barraza Jose F. Moreno Ed.D. Jorge Talamantes La Raza Lawyers Association, Central Valley Chapter Kendra Cabrera Katherine A. Flores, MD Laura Ochoa-Sanchez Patricia Kim-Rajal	P.O. Box 4236  Business Classroom Building 308 506 Barrows Hall #2570  Fresno Pacific University P.O. Box 4886  2500 Stanislaus PO Box 351769  UC Santa Barbara 9001 Stockdale Hwy., BDC-E100  1630 Van Ness Ave.  P.O. Box 4959 4415 E. Tulare Ave. 2331 Fresno St.  4270 N. Blackstone Ave., Suite 212  543 N. Fairfax Ave. 7172 N. Cedar Ave 4949 E Kings Canyon Rd 3175 W. 6th Street 6838 Bridget Ct. PO Box 1389 16007 Crenshaw Blvd. 2173 NW 99th Ave.  525 H Street  California State University, Long Beach  P.O. Box 748  550 E. Shaw Ave., Suite 210 5151 Pacific Ave. Nichols Hall 214	Fresno, CA 93744  Salt Lake City, UT 84112 Berkeley, CA 94720  Fresno, CA 93702 Fresno, CA 93744  Fresno, CA 93721 Los Angeles, CA 90035  Santa Barbara, CA 93106 Bakersfield, CA 93311  Fresno, CA 93721  Fresno, CA 93744 Fresno, CA 93702 Fresno, CA 93721  Fresno, CA 93726  Los Angeles, CA 90036 Fresno, CA 93720 Fresno, CA 93727 Los Angeles, CA 90020 Winton, CA 95388 Torrance, CA 90506 Miami, FL 33172  Union City, CA 94587  Long Beach, CA 90840  Fresno, CA 93712  Fresno, CA 93710 Stockton, CA 95207 Rohnert Park, CA 94928	(559) 621-7706  (559) 621-7814 (801) 581-5206 (510) 643-0796  (559) 453-2010  559-457-6220 877-955-5222 (209) 386-3601 (916) 558-2510 (805) 893-2231 (661) 654-2241  (559) 268-6130 (916) 319-3686 (559) 266-5465 (559) 453-9662  (559) 485-1416  (323) 651-2930 (559) 298-8001 559-244-5710 (213) 738-2600 (209) 357-0062  (305) 593-1223, e (559) 304-6450 (559) 797-5795 (510) 489-4100  (559) 453-0124 (562) 985-2093  (831) 646-4158 (559) 241-7670 (209) 954-5018 (707) 664-3294	El Concilio de Fresno, Inc. Miami Dade College  University of Utah, Ethnic Studies Program UC Berkeley, Department of Ethnic Studies University of Colorado Boulder  Fresno Pacific University, President Fresno County Chapter NLPOA Dallas County Community College District Fresno Unified School District Jamaica Awareness Association of California Warriors Connected Sacramento City College, Ethnic Studies Program UC, Santa Barbara, Chancellor California State University, Bakersfield, President Homies Empowerment Program/Adelante New Jersey City University Arte Americas Affairs Community Link Fresno Barrios Unidos Fresno Chamber of Commerce First Fresno Baptist Church Fresno Metro Ministry Victory Baptist Church  Angeles Peoples Church United Way of Fresno and Madera Counties Community and Senior Services, LA County Central Valley Opportunity Center El Camino College Carlos Albizu University University of California, Merced Centro de Servicios County of Fresno Enterprise Holdings CSU, Long Beach, Chicano & Latino Studies CSU, Bakersfield La Raza Lawyers Association, Central Valley Chapter Monterey Peninsula College, Ethnic Studies Latino Center for Medical Education and Research San Joaquin Delta Community College CSU, Sonoma, Chicano and Latino Studies
--	--	--	--	---	--

<a href="mailto:latinos@sfsu.edu">latinos@sfsu.edu</a> <a href="mailto:lisadolan@clovisusd.k12.ca.us">lisadolan@clovisusd.k12.ca.us</a> <a href="mailto:kipp@bsrnation.com">kipp@bsrnation.com</a>	CSU, San Francisco, Latina/o Studies Lisa Dolan Elizabeth D. Kipp	Ethnic Studies & Psychology 103	San Francisco, CA 94132	(415) 338-6160	CSU, San Francisco, Latina/o Studies Clovis Unified School District Big Sandy Rancheria, Tribal Council
<a href="mailto:LPawwinnee@hopi.nsn.us">LPawwinnee@hopi.nsn.us</a> <a href="mailto:luisa@centralcallegal.org">luisa@centralcallegal.org</a> <a href="mailto:LustyC@ccucp.org">LustyC@ccucp.org</a> <a href="mailto:lwass@ovcdc.com">lwass@ovcdc.com</a>	Lisa Pawwinnee Luisa Medina Lusty Callison Laura Wass	P.O. Box 123  4224 N. Cedar Avenue 5070 N. Sixth St., Suite 110	Kykotsmovi, AZ 86039  Fresno, CA 93726 Fresno, CA 93710	(928)734-3214 (559) 570-1242 (559) 221-8272 (559) 226-2880	The Hopi Tribe Central California Legal Services United Cerebral Palsy of Central California Owen's Valley Career Development Center
<a href="mailto:mark@newhopechurch.net">mark@newhopechurch.net</a> <a href="mailto:martinez_erlinda@sac.edu">martinez_erlinda@sac.edu</a> <a href="mailto:Mary.Golden@va.gov">Mary.Golden@va.gov</a> <a href="mailto:mary.pardo@csun.edu">mary.pardo@csun.edu</a> <a href="mailto:matt.cook@campusbiblechurch.com">matt.cook@campusbiblechurch.com</a> <a href="mailto:melissamanion@cusd.com">melissamanion@cusd.com</a> <a href="mailto:mescamilla@delmar.edu">mescamilla@delmar.edu</a> <a href="mailto:metcalfv@yosemite.edu">metcalfv@yosemite.edu</a> <a href="mailto:Michelle.Lira@fresnounified.org">Michelle.Lira@fresnounified.org</a> <a href="mailto:mijara@sbcglobal.net">mijara@sbcglobal.net</a> <a href="mailto:Misty.Her@fresnounified.org">Misty.Her@fresnounified.org</a> <a href="mailto:mjgarcia@adams.edu">mjgarcia@adams.edu</a> <a href="mailto:mlopes@csufresno.edu">mlopes@csufresno.edu</a> <a href="mailto:mmaron@iot.edu">mmaron@iot.edu</a> <a href="mailto:mmarzan@iot.edu">mmarzan@iot.edu</a> <a href="mailto:mmc@mmcenter.org">mmc@mmcenter.org</a> <a href="mailto:mypadilla@contracosta.edu">mypadilla@contracosta.edu</a> <a href="mailto:mrocha@centrolafamilia.org">mrocha@centrolafamilia.org</a> <a href="mailto:mvdelaacruz@fullerton.edu">mvdelaacruz@fullerton.edu</a> <a href="mailto:newcov@newcov.com">newcov@newcov.com</a> <a href="mailto:nlpamgr@gmail.com">nlpamgr@gmail.com</a> <a href="mailto:papacandler@yahoo.com">papacandler@yahoo.com</a> <a href="mailto:perezme@lamission.edu">perezme@lamission.edu</a> <a href="mailto:pmccarthy@dcccd.edu">pmccarthy@dcccd.edu</a> <a href="mailto:pres@csusm.edu">pres@csusm.edu</a> <a href="mailto:president@austincollege.edu">president@austincollege.edu</a> <a href="mailto:President@csustan.edu">President@csustan.edu</a> <a href="mailto:president@txstate.edu">president@txstate.edu</a> <a href="mailto:president@utrgv.edu">president@utrgv.edu</a> <a href="mailto:president_office@nmhu.edu">president_office@nmhu.edu</a> <a href="mailto:presidentsoffice@calpoly.edu">presidentsoffice@calpoly.edu</a> <a href="mailto:Pritika.Ram@clinciasierravista.org">Pritika.Ram@clinciasierravista.org</a> <a href="mailto:px5214@gmail.com">px5214@gmail.com</a> <a href="mailto:pyang@fresnocenter.org">pyang@fresnocenter.org</a> <a href="mailto:rduran@vcccd.edu">rduran@vcccd.edu</a> <a href="mailto:resources@dhsc.org">resources@dhsc.org</a> <a href="mailto:rflores@alamo.edu">rflores@alamo.edu</a>	Mark Addis Dr. Erlinda Martinez Mary C. Golden Mary Pardo, Ph.D. Matt Cook Melissa Manion  Venesse Metcalf Michelle Lira Michael Guerra Misty Her Marcella Garcia Dr. Maria-Aparecida Lopes Marisa Maron Marissa Marzan Marjaree Mason Center Mayra Padilla Margarita Rocha Maria Dela Cruz Sandy Brown National Latino Peace Officers Association Leroy Candler Dr. Monte E. Perez  Dr. Karen Haynes  Dr. Joseph F. Shelley  Jeffrey D. Armstrong  Phia Xiong Pao Yang Dr. Richard Duran Michelle Bronson	4620 E Nees Ave 1530 West 17th St.  Jerome Richfield Hall 148 222 E Fountain Way  2309 Tulare St.  208 Edgemont Blvd. 5340 North Campus Drive M/S S597  1600 'M' STREET 500 Court St.  P.O. Box 34080 1744 E Nees Ave P.O. Box 23116  13356 Eldridge Ave.  California State University, San Marcos  California State University Stanislaus  California Polytechnic State University 1945 N. Fine, Suite 116 P.O. Box 1508 4879 E Kings Canyon Rd 4000 S. Rose Ave. 5340 N. Fresno St.	Clovis, CA 93611 Santa Ana, CA 92706  Northridge, CA 91330 Fresno, CA 93704  Fresno, CA 93721  Alamosa, CO 81102 Fresno, CA 93740  Fresno, CA 93721 Martinez, CA 94533  Fullerton, CA 92834 Fresno, CA 93720 Santa Ana, CA 92711  Sylmar, CA 91342  San Marcos, CA 92096  Turlock, CA 95382  San Luis Obispo, CA 93407 Fresno, CA 93727 Fresno, CA 93716 Fresno, CA 93727 Oxnard, CA 93033 Fresno, CA 93710	(559) 352-2448 (714) 564-6975  (818) 677-2734 Office  (559) 457-3949 (559) 287-5248 (559) 457-3754  (559) 278-2848  (559) 237-4706  (559) 960-0147  (559) 298-0688  (818) 364-7795  (760) 750-4040  (209) 667-3201  (805) 756-6000 (559) 457-5800  559-255-1656 (805) 986-5808 (559) 225-3323	New Hope Community Church Santa Ana College VA Hospital Outreach CSU, Northridge, Chicana and Chicano Studies Campus Bible Church Clovis Unified School District Del Mar College Yosemite Community College District FUSD, American Indian Education  Assistant Superintendent, Fresno Unified School District Adams State College CSU, Fresno, Chicano and Latin American Studies Institute of Technology Institute of Technology Marjaree Mason Center Contra Costa College Centro La Familia CSU, Fullerton New Covenant Community Church National Latino Peace Officers Association (NCAAP) - President, Fresno Chapter Los Angeles Mission College Dallas County Community College District California State University, San Marcos, President Austin College, President California State University, Stanislaus, President  Texas State University  New Mexico Highlands University, Presidents Office California Polytechnic State University, San Luis Obispo Clinica Sierra Vista, Fresno Hmong Law Enforcement Association The Fresno Center Oxnard College Deaf & Hard of Hearing Service Center, Inc. Alamo Colleges

<a href="mailto:robert.gutierrez@sicc.edu">robert.gutierrez@sicc.edu</a>	Robert Gutierrez	2100 Moorpark Ave.	San Jose, CA 95128		San Jose City College
<a href="mailto:ruben.arminana@sonoma.edu">ruben.arminana@sonoma.edu</a>	Dr. Ruben Armiñana	Sonoma State University	Rohnert Park, CA 94928	(707) 664-2156	Sonoma State University, President
<a href="mailto:sacstaterecruiter@csus.edu">sacstaterecruiter@csus.edu</a>		6000 J Street	Sacramento, CA 95819	(916) 278-6011	California State University, Sacramento
<a href="mailto:saintscommunity@sbcglobal.net">saintscommunity@sbcglobal.net</a>	McAlister, Pastor	3740 Ashlan Ave	Fresno, CA 93726	(559) 2274-9819	Saints Community Church of God in Christ (COGIC)
<a href="mailto:SBS-MAS@email.arizona.edu">SBS-MAS@email.arizona.edu</a>	Mexican American Studies	The University of Arizona	Tucson, AZ 85721	(520) 621-0107	Studies
<a href="mailto:sceledon@fresnobhc.org">sceledon@fresnobhc.org</a>	Sandra Celedon-Castro	4949 E. Kings Canyon Rd.	Fresno, CA 93727	(559) 256-8723	Fresno Building Healthy Communities
<a href="mailto:scordero@cwwa.net">scordero@cwwa.net</a>	Sylvia Cordero	P.O. Box 3680	Visalia, CA 93278	(559) 730-3630	Chicano Correctional Workers Association
<a href="mailto:segura@chicst.ucsb.edu">segura@chicst.ucsb.edu</a>	Denise A. Segura	1713 South Hall	Santa Barbara, CA 93106	(805) 893-8880	UC Santa Barbara, Department of Chicano Studies
<a href="mailto:shatera@fmbcc.com">shatera@fmbcc.com</a>	Shatera Sangster	1444 Fulton St., Suite 116	Fresno, CA 93721	(559) 825-7073	Fresno Metro Black Chamber of Commerce
<a href="mailto:sjames@swccd.edu">sjames@swccd.edu</a>	Stanley James	900 Otay Lakes Road	Chula Vista, CA 91910	(619) 421-6700, e	Southwestern College, Social & Cultural Studies Department
<a href="mailto:sjsupres@sjsu.edu">sjsupres@sjsu.edu</a>	Mohammad Qayoumi	Tower Hall 207	San Jose, CA 95192	(408) 924-1177	San Jose State University, President
<a href="mailto:sonya.christian@bakersfieldcollege.edu">sonya.christian@bakersfieldcollege.edu</a>	Dr. Sonya Christian	1801 Panorama Drive	Bakersfield, CA 93305	(661) 395-4211	Bakersfield College
<a href="mailto:stephen.wells@nmt.edu">stephen.wells@nmt.edu</a>	Dr. Stephen G. Wells	801 Leroy Place	Socorro, NM 87801	(575) 835-6800	New Mexico Institute of Mining and Technology
<a href="mailto:tapiabe@elac.edu">tapiabe@elac.edu</a>	Beatriz E. Tapia	Chicana/o Studies	Monterey Park, CA 91754	323-260-8101	East Los Angeles College, Chicana/o Studies
<a href="mailto:obenally@navajotimes.com">obenally@navajotimes.com</a>	Olivia L. Benally, CEO/Publisher	P.O. Box 310	Window Rock, AZ 86515	(928) 871-1130;(9	Navajo Times Newspaper
<a href="mailto:tclmaw@yahoo.com">tclmaw@yahoo.com</a>	Lillian Gurrola	P.O. Box 4453	Visalia, CA 93278	(559) 635-2464	Tulare County League of Mexican American Women
<a href="mailto:therr@fcoe.org">therr@fcoe.org</a>	Tou N. Herr	855 N. Abby Street	Fresno, CA 93701	(559) 497-3912	Fresno County Office of Education
<a href="mailto:tjordan@maderachamber.com">tjordan@maderachamber.com</a>	Toni Jordan	120 North E street	Madera, CA 93638	(559)673-3563	Madera Chamber of Commerce
<a href="mailto:tmengler@stmarytx.edu">tmengler@stmarytx.edu</a>	Kunthear Lam	5191 E. Tulare St.	Fresno, CA 93727	(559) 252-0474	Khmer Society of Fresno
<a href="mailto:tmorales@csusb.edu">tmorales@csusb.edu</a>	Dr. Tomas D. Morales	5500 University Parkway	San Bernardino, CA 92407	(909) 537-5002	California State University, San Bernardino, President
<a href="mailto:unmpres@unm.edu">unmpres@unm.edu</a>	Dr. Robert Frank	1 University of New Mexico	Albuquerque, NM 87131	(505) 277-2626	University of New Mexico
<a href="mailto:veyna_angelina@sac.edu">veyna_angelina@sac.edu</a>	Angelina Veyna	Santa Ana College, D-423	Santa Ana, CA 92706	(714) 564-6546	Santa Ana College, Ethnic Studies
<a href="mailto:vgaona@education-leadership.org">vgaona@education-leadership.org</a>	Venancio Gaona			(559) 367-8554	Education & Leadership Foundation
<a href="mailto:victor.jaime@imperial.edu">victor.jaime@imperial.edu</a>	Dr. Victor Jaime	381 E. Aten Road	Imperial, CA 92251	(760) 355-6218	Imperial Community College
<a href="mailto:voteman@sbcglobal.net">voteman@sbcglobal.net</a>	Victor Salazar			(559) 355-6540	West Fresno Ministerial Alliance
<a href="mailto:wfmalliance@gmail.com">wfmalliance@gmail.com</a>					
<a href="mailto:wrc@csufresno.edu">wrc@csufresno.edu</a>	CSUF Women's Resource Center	California State University	Fresno, CA 93740	(559) 278-4435	CSUF Women's Resource Center
<a href="mailto:wro@hacu.net">wro@hacu.net</a>	Hispanic Association of Colleges & Universities,	5241 N. Maple, M/S TA35			Hispanic Association of Colleges & Universities, Western Regional
<a href="mailto:xong.moua@fresnounified.org">xong.moua@fresnounified.org</a>	Western Regional Office, Sacramento	915 L Street, Suite 1425	Sacramento, CA 95814	(916) 442-0392	Office, Sacramento
	Xong Moua	1350 M Street	Fresno, CA 93721	(559) 457-3359	Fresno Unified School District



## State Center Community College District's Dedication to Diversity 2023 Annual Report

Published by the Office of EEO/Diversity & Professional Development and  
the Offices of Institutional Research

1171 Fulton Street - Fresno, California - 93721

[Professional-development@scccd.edu](mailto:Professional-development@scccd.edu) - (559) 243-7100