STATE CENTER COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN

2023-2026

Original Plan Adopted by the Board of Trustees: June 23, 2013

Updated, Revised and Approved by Board of Trustees: June 14, 2016, June 4, 2019, (2022 extension granted by the California Community Colleges Chancellor's Office), June 4, 2024

Contents

Plan Component 1: Introduction

The mission and vision of California Community Colleges is simple: putting students first. At State Center Community College District ("SCCCD" or "District") we have advanced that mission by focusing on empowering students through education and affirming our commitment towards being an anti-racist institution. The District and our colleges are committed to removing systemic and structural barriers for our students. Together, we intentionally create an environment that embraces and celebrates diversity, equity, and inclusion among our student body, faculty, staff, and administration, by focusing on anti-racism, accessibility, and hiring through an equity lens. To serve a growing diverse population with honor and distinction, the District endeavors to hire and retain a diverse workforce of faculty, staff, and administrators who are culturally competent, sensitive to and knowledgeable of the needs of the students and community it serves.

SCCCD is located in the center of Fresno and in the heart of the San Joaquin Valley, which is one of the most racially, ethnically, and economically diverse regions in the state. Spanning over 5,740 square miles and serving over 1.7 million people, this college community service area faces challenges of unemployment, endemic poverty, and low levels of educational attainment. While Fresno is one of the fastest-growing regions in the nation, with 20 percent population growth since 2000, it also has been ranked 59th out of 59 for economic and racial disparity. These demographic characteristics underline the importance of SCCCD as a viable pathway to prosperity and a better quality of life for those who attend. The region's economic and racial disparity also serve as the catalyst of our mission – to transform lives through education.

With Fresno City College as the first Community College in California and Madera Community College as the newest, this District has a unique legacy of responsiveness and adaptation to our community needs, which is reflected in this thoughtful plan developed with participatory governance, and whole District input, honoring the State Chancellor's Office Vision for Success.

SCCCD's Equal Employment Opportunity Plan ("Plan") was originally adopted by the Board of Trustees on June 14, 2016 and is revised here for [insert BOT approval date]. The Plan serves as a reference for the Districts intentions and key performance indicators in fostering an inclusive working and learning environment with strategies on equity-mindedness and legal compliance in recruitment, screening and selection policies and practices pursuant to the applicable Title 5 regulations of the California Code of Regulations (Sections 53000 et seq.). The Plan contains an analysis of the demographics of the District's workforce and includes the complaint procedures for Title 5 provisions and unlawful discrimination, and the establishment of the Equal Employment Opportunity (EEO) Advisory Committee to further the District's EEO efforts.

The District celebrates our diverse community and promotes success and access for all to meet the workforce's needs of the San Joaquin Valley. The District appreciates that a diverse workforce achieved through equal employment opportunity results in many benefits for our students, employees, and community at large. This Plan codifies that the District will take active and vigorous steps to ensure equal employment opportunity and to create an environment that will foster diversity and promote excellence.

The Plan was developed through a series of discussions and reviews of the data. The Plan seeks to achieve race and gender equity and may require transforming the status quo practices by trying new models and approaches to DEIA work as it continues to evolve at the state and local level. The Plan must be reviewed and, if necessary, revised every three years and submitted to the California Community College Chancellor's Office. I invite you to read this Plan to learn about all the various methods the District is undertaking to reach its diversity goals. This Plan reflects a work in progress and is meant to be a living document, always subject to clarification and revision as we learn from data analysis, grow in our shared understanding of racism, its root causes, and manifestations in the California community college system. I welcome your thoughts and comments on how SCCCD can ensure that our work environment truly reflects our commitment to diversity, equity, inclusion, and access.

Dr. Carole Goldsmith
Chancellor

Plan Component 2: Definitions
Reference CCR Title 5, §53001

a) *Adverse Impact*: A statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any monitored group or any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

b) *Anti-Racist*: Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e. nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist. Persons are either anti-racist or racist. Persons that say they are 'not a racist' are in denial of the inequities and racial problems that exist

c) *Anti-Racism*: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.

d) *Bias*: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.

e) *Discrimination*: The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.

f) *Diversity*: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences. Also a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability, and socio-economic backgrounds, in all aspects of the workplace.

g) *Equal Employment Opportunity*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment

with the District. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves:

    a. identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance;

    b. updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and

    c. creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to people of all gender identities, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

h) *Equal Employment Opportunity Plan*: a written document that describes a district's EEO program. In includes an analysis of the district's workforce and specific programs and strategies which the district is implementing or will implement to promote equal employment opportunity.

i) *Equal Employment Opportunity Programs*: the combination of district strategies implemented to promote equal employment informed by the district's longitudinal workforce and applicant analyses.

j) *Equality*: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

k) *Equity*: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.

l) *Equity-Minded*: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

m) *Ethnic Group Identification*: An individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups will be more specifically defined by the Chancellor consistent with state and federal law.

n) *Ethnicity*: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.

o) *Gender*: is separate from 'sex', which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers "appropriate" for men and women. A person's gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man).

p) *Gender Identity*: One's internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).

q) *Implicit Bias*: Bias that results from the tendency to process information based on or declared beliefs.

r) *In-house or Promotional Only Hiring*: means that only existing district employees are allowed to apply for a position.

s) *Minoritized*: Describes the process of "minoritization" whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups

t) *Monitored Group*: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

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

v) *Race*: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.

w) *Reasonable Accommodation*: the efforts made on the part of the District in compliance with Government Code section 12926.

x) *Screening or Selection Procedures*: any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and reviews of application forms. Screening and selection procedures shall also include considerations of equivalencies pursuant to section 53430.

y) *Sex*: Is the biological classification of male or female based on physiological and biological features, A person's sex may differ from their gender identity

z) Underrepresented Group: any monitored group for which the percentage of persons from that group employed by the district in a job category below eighty percent (80%) of the projected representation for that group and job category.

Plan Component 3: Policy Statements
Reference CCR Title 5, §51010, §53002

Board Policy #3420: Equal Employment Opportunity

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized and to ensure that all qualified applicants for employment and all employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program of activities of the District on the basis of a protected class.

The District strives to achieve a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds and agrees that a focus on diversity and equity-mindedness in both academic and workplace environments fosters cultural awareness, mutual understanding and respect, free expression of ideas, and suitable role models for students, and promotes social justice, civility, and non-violence.

To this end, the Board commits itself to support a continuing Equal Employment Opportunity Plan that will be developed by the Chancellor for review and adoption by the Board.

The Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that comply with federal and state laws, and with the Education Code and Title 5 requirements which are from time to time modified or clarified by judicial interpretation.

Board Policy #7100: Commitment to Diversity

The District is committed to the recruitment, employment, and retention of administrators, faculty, and staff members who are dedicated to student success and equity. The Board recognizes that while the definition of "diversity" is always evolving, a focus on equity, diversity, and inclusion in the educational and working environment fosters cultural awareness, promotes mutual understanding and respect, provides suitable role models for all students, and promotes social justice, civility, and non-violence.

The Board is committed to recruitment, professional development, and instructional processes that support the goals of equal opportunity, equity, and diversity, and are free of intolerance.

Plan Component 4: Delegation of Responsibility, Authority and Compliance
Reference CCR Title 5 §53003, §53020

State Center Community College District is committed to the concept and the principles of equal employment opportunity. To this end the District will implement a comprehensive program to operationalize this concept and these principles into practice, one that applies to every aspect of education and personnel policies, and to practices in employment, development, advancement and treatment of employees, students and the general public.

The District will provide access to employment, services, classes, and programs without regard to race, color, ethnicity, national origin, ancestry, religious creed, age, sex/gender, gender identity, gender expression, medical condition, pregnancy, sexual orientation, marital status, physical/mental disability, genetic information, military/veteran status, opposition to unlawful discrimination or harassment, or because he/she/ze is perceived to have one of more of those foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to all persons to ensure a diverse and inclusive workplace and educational environment which fosters cooperation, acceptance, democracy and free expression of ideas.

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

It is the goal of State Center Community College District that the Board of Trustees, administration, faculty and classified staff promote, support, and embrace equal employment opportunity because equal employment opportunity is a shared responsibility that requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of the Plan are set forth below.

1. Board of Trustees

The Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of district and college operations, and for ensuring equal employment opportunity as described in the Plan and for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan. The Board of Trustees isresponsible for adopting a plan that is in compliance with the provisions of the California Code of Regulations. Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the plan shall:

   a. Be developed in collaboration with the District's Equal Employment Advisory Committee;
   b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendized as a separate action item; and not part of the consent agenda;
   c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and
   d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption in adherence to § 53020 and 53003(a).

In carrying out this responsibility, the Board of Trustees, upon the recommendation of the Chancellor, will ensure that an Equal Employment Opportunity Officer ("EEO Officer") is designated to oversee the day-to-day implementation of the requirements set forth in this subchapter.

2. *Chancellor*

The Board of Trustees delegates to the Chancellor the responsibility for the ongoing implementation of the Plan and for providing leadership in support of the District's equal employment opportunity policies and procedures. The Chancellor will advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor will evaluate the performance of all administrative staff who report directly to them on their ability to follow and implement the Plan.

3. *Equal Employment Opportunity Officer*

Per Administrative Regulation 3420, the District has designated the Vice Chancellor, Human Resources as its EEO Officer to be responsible for the day-to-day implementation of the Plan. If the designation of the EEO Officer changes before the Plan is next revised, the District will notify employees and applicants for employment of the new designee. The EEO Officer or their designee is responsible for administering, implementing, and monitoring the District's Equal Employment Opportunity Plan. The EEO Officer, or their designee, is also responsible for: (1) receiving complaints filed pursuant to Section 53026 of the California Code of Regulations as described in Plan Component 5; (2) for ensuring that such complaints are promptly and impartially investigated; and (3) for ensuring that applicant pools and selection procedures are properly monitored as required by the Plan.

4. *Equal Employment Opportunity Advisory Committee*

The District will maintain an Equal Employment Opportunity Advisory Committee ("Committee") to assist the District in developing and implementing the Plan. The Committee will act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Committee may monitor equal employment opportunity progress and provide suggestions for Plan revisions as appropriate.

5. *Agents of the District*

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

6. *Good Faith Effort*

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

Plan Component 5: Advisory Committee
Reference CCR Title 5 §53005

The District will establish an Equal Employment Opportunity Advisory Committee to assist in developing, revising, and implementing the District's Plan. Additional responsibilities of the Committee will include, but not be limited to the following:

- Set measurable objectives to achieve annual EEO goals.
- Assisting in promoting understanding and support of equal employment opportunity and nondiscrimination policies and procedures.
- Sponsoring events, trainings, or other activities that promote equal employment opportunity, nondiscrimination, retention or diversity.
- Making recommendations and providing support to the EEO Officer on the types of training offered as well as in implementation of events, trainings and other activities to be held.
- Reviewing and advising on recruitment efforts, job announcements, interview protocols, retention efforts and other aspects of the hiring, retention, and promotion processes that impact the District's ability to attract and retain a diverse and equity-minded faculty and staff;
- Advising on the implementation of the District's obligation to hire faculty and administrators with demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;
- Promoting communication with community groups and organizations for people with disabilities;
- Promoting the hiring of faculty who have, themselves, graduated from community college;
- Developing communications among departments to foster understanding of the Plan;
- Advising the Chancellor regarding special training or professional development needs;
- Reviewing and approving the annual written report to the Chancellor, the Board of Trustees, and the California Community College Chancellor's Office (CCCCO).

The Committee will include membership reflective of our diverse campus community. A substantial good faith effort to maintain a diverse membership is expected. If the District is unable to meet this requirement, it will document that efforts were made to recruit Committee members who are members of historically minoritized groups.

Committee membership will rotate to ensure fluid diversity of membership, and to allow for fresh input. For a list of current EEO Advisory Committee members as of October 2022 see Appendix A. An EEO Committee Chair will be elected by the Committee membership and serve approximately two fiscal years, unless Committee membership deems shorter or longer terms necessary and holds a new election. The EEO Officer will serve as Co-Chair.

The Committee will be comprised of full-time faculty, part-time faculty, classified staff, administrators, college equity staff, and a student representative as listed here:

District Office:
        Vice Chancellor, Human Resources (EEO Officer and Committee Co-Chair)
        District Director of Personnel Commission & Classified Employment Services
        District Director of Human Resources
        District Director of EEO/Diversity & Professional Development

District-Wide
        Part-time Faculty Representative
        State Center Federation of Teachers (SCFT) President/designee
        California School Employees Association (CSEA) President/designee
        Peace Officers' Association (POA) President/designee
        Institutional Research Representative (to be appointed by campus Directors of Research)
        Student Representative, appointed by Associated Student Government (ASG)**
        (**Appointments from each college whenever possible*)

Clovis Community College
        Administration
        Academic Member
        Classified Member
        Equity Office Representative

Fresno City College
        Administration
        Academic Member
        Classified Member
        Equity Office Representative

Madera Community College
        Administration
        Academic Member
        Classified Member
        Equity Office Representative

Reedley College
        Administration
        Academic Member
        Classified Member
        Equity Office Representative

Additional District employees or community members may also be invited to participate as guests. Guests may be brought by any committee member without a vote from the rest of the committee. However, any additional standing member must be approved by 50% plus one vote (with standard quorum requirements in effect).

The EEO Officer or designee will train the advisory committee on equal employment compliance and on the plan itself. Each member of the Committee will receive training in all of the following:

   a) the requirements of this plan and of state and federal nondiscrimination laws;
   b) the identification and elimination of bias in hiring;
   c) the educational benefits of workforce diversity; and
   d) the role of the advisory committee in carrying out the District's EEO Plan.

The Committee may also make recommendations and provide support to the EEO Officer on the types of training as well as in implementation of events, trainings, and other activities to be held.

Meetings will be conducted monthly, with additional meetings if needed to review equal employment opportunity and diversity efforts, programs, policies and progress. When appropriate, the advisory committee may make recommendations to the Chancellor and Chancellor's Cabinet. Given that the Committee serves in an advisory capacity, the authority to make final decisions resides with the Board of Trustees, the Chancellor and Chancellor's Cabinet. The Committee may also make recommendations and provide support to the EEO Office on the types of training as well as in implementation of events, trainings, and other activities to be held.

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Plan Component 6: Complaints
Reference CCR Title 5 §53026

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Complaints Alleging Violation of the Equal Employment Opportunity Regulations and Unlawful Discrimination and Harassment

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations ("EEO regulations") or the District's Board Policy 3410 – Nondiscrimination have been violated. The EEO regulations can be found in Title 5 California Code of Regulations, sections 53000, et seq. and have been incorporated into this Plan. Any complaint alleging a violation of the Plan, the EEO regulations, or District Board Policy 3410 – Nondiscrimination (http://www.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=B6P2NL7FE20D), will be processed pursuant to District Administrative Regulation 3435 – Discrimination and Harassment Complaints (http://www.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK9N4E8DA8) as described below.

Written Complaints

Any student, employee, applicant, or third party who believes they have been discriminated against or harassed in violation of the District's EEO Plan, Title 5 California Code of Regulations, or the District's Board Policy 3410 – Nondiscrimination -- who has learned of unlawful discrimination may make a complaint.

All complaints will contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation(s). A complaint form is available, but is not required for the District to accept the complaint. A copy of the EEO Plan Violation Complaint form is located on the District's EEO webpage at https://www.scccd.edu/about/diversity-equal-employment-opportunity-and-non-discrimination.html, or in the District Human Resources Office.

Complaints regarding classified recruitment and selection process are referred to Personnel Commission Rules found at https://www.scccd.edu/_uploaded-files/documents/departments/personnel-commission/pc-rules-acc.pdf

Filing a Timely Complaint

Complaints will be filed with the Vice Chancellor, Human Resources who is designated as the EEO Officer. If the complaint involves the EEO Officer, the complaint may be filed with the District's Chancellor.

Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages employees, students, and third parties who either believe they are being harassed or are made aware of harassment to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident.

While all complaints are taken seriously and will be evaluated promptly, delay in filing impedes the District's ability to investigate and remediate.

a) Complaints involving discrimination in employment or employment processes must be filed as soon as possible after the occurrence of an alleged violation and not later than 180 days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty 180-day limitation. *Note: The 180-day limitation may be extended by 90-days following the expiration of the 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days.*

b) Complaints alleging violations of the EEO regulations, pursuant to Title 5 § 53000 et seq., may be filed against the District by any person using the procedures for employment-related discrimination complaints authorized by Title 5 § 59300.

Complaints alleging violations not involving employment must be filed as soon as possible after the occurrence of an alleged violation and not later than one year after such occurrence unless the violation is ongoing or involves a sexual misconduct violation.

Intake and Processing of the Complaint

Upon receiving notification of a discrimination or harassment complaint, the Vice Chancellor, Human Resources or their designee will follow the process outlined in Administrative Regulation 3435 found here
http://www.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK9N4E8DA8
Or Administrative Regulation 3434 found here
https://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK5Y4E8B29#

Returned Complaints

The District may return without action any complaints which are inadequate because they do not clearly point to a violation of the EEO regulations or other Board policies, such as:
- Board Policy 3410 – Nondiscrimination
- Board Policy 3420 – Equal Employment Opportunity
- Board Policy 3430 – Prohibition of Harassment
- Board Policy 3433 – Prohibition of Sexual Harassment Under Title IX

All returned complaints must include a District statement regarding the reason for returning the complaint without action.

Reference:
BP 3410 http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=B6P2NL7FE20D
BP 3420 http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=B6P2RA812FD2
BP 3430 http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AWSVQY640D6A
BP 3433 http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=BWK2PL03294A

Appeals

If either party is not satisfied with an administrative determination, they may, within thirty calendar days, submit a written appeal in accordance with Administrative Regulation 3435 or within five days in accordance with Administrative Regulation 3434.

Plan Component 7: Notification to District Employees
Reference CCR Title 5 §53003

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement (see Plan Component 3) and the Equal Employment Opportunity Plan. The Policy Statement will be printed in the college catalogs and class schedules and in all job announcements. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Chancellor, each College President, all administrators, the academic senate leadership, union representatives, members of the Personnel Commission, and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available at all times on the District's website. https://www.scccd.edu/about/diversity-equal-employment-opportunity-and-non-discrimination.html

The District Human Resources Department will provide all new employees with a copy of the Policy Statement and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan when they commence their employment with the District. District HR will also strive to annually provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan.

The written notice summarizing the provisions of the District's Equal Employment Opportunity Plan will contain the following provisions:

1) a summary of the District's Equal Employment Opportunity Plan;

2) the District's EEO Officer;

3) the importance of the employee's participation and responsibility in ensuring the Plan's implementation;

4) where and how employees can contribute to the Plan such as providing feedback; and

5) a listing where complete copies of the Plan are available.

Plan Component 8: Training of Screening/Selection Advisory Committees
Reference CCR Title 5 §53003

Any organization or individual, whether an employee of the District, who is involved in the recruitment and screening/selection of personnel will receive appropriate training on:

The requirements of the Title 5 regulations on equal employment opportunity (Title 5 sections 53000, et seq. of the California Code of Regulations);

- the requirements of federal and state nondiscrimination laws;

- the District's policies and procedures on nondiscrimination;

- the principles of diversity and cultural proficiency;

- the educational benefits of workforce diversity;

- the elimination of bias in hiring decisions; and

- best practices in serving on a selection screening committee.

Each committee member serving in the above capacities will be required to receive training within the previous 12-18 months prior to service on the screening/selection advisory committees (depending upon recruitment type). This training is mandatory; individuals who have not received this training will not be allowed to serve on any screening/selection advisory committee. The Committee will include membership reflective of our diverse campus community.

The Vice Chancellor, Human Resources or designee, or the District Director of Personnel Commission & Classified Employment Services or designee (depending upon employee classification), is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the EEO regulations of Title 5 and the District's Equal Employment Opportunity Plan.

Plan Component 9: Annual Written Notice to Community Organizations
Reference CCR Title 5 §53003

The Office of the Vice Chancellor, Human Resources, or designee will provide annual notice to diverse, community-based and professional organizations concerning the Plan. The notice will inform these organizations of how they may access or obtain a copy of the Plan by contacting the Vice Chancellor, Human Resources office, and will solicit their assistance in identifying diverse and qualified candidates. The notice will include a summary of the Plan and the web address where the District advertises its job openings and contact information to obtain employment information.

The organizations who receive the plan include educational partners such as HBCU's and HSI's and community-based organizations such as the CSU Fresno Women's Resource Center, the Khmer Society of Fresno, Fresno Building Health Communities, the Deaf and Hard of Hearing Service Center, Inc., the Fresno Metro Black Chamber of Commerce, the Central California Hispanic Chamber of Commerce, the Tulare County League of Mexican American Women, etc. The list is updated as the District partners with more agencies or as they request to be removed from the list, but at least on an annual basis.

Plan Component 10: Analysis of District Workforce and Applicant Pool
Reference CCR Title 5 §53004

1. Data Collection Requirements

The District Human Resources Office will collect, review, and analyze workforce, and newly hired employee demographic data annually, and will monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, and to provide data needed for the reports required by the Plan and to determine whether any monitored group is underrepresented. The District also uses this data to conduct longitudinal analysis in order to identify and report on trends, areas of improvement, and areas that require a more specific focus. Availability data will be collected and evaluated to conduct underrepresentation analysis as part of our District efforts to make informed decisions based on all obtainable data.

Monitored groups are men, women, non-binary people, American Indians/Alaskan Natives, Asians, Pacific Islanders, Blacks/African-Americans, Latine/Latinx, Multiethnic, persons with disabilities and other groups represented in the SCCCD workforce and applicant pool. District Workforce, newly hired employees, and applicant demographic data will be reported annually to the Board of Trustees before annual data is submitted to the State Chancellor's Office.

For purposes of data collection and reporting, each applicant or employee will be afforded the opportunity to voluntarily identify their gender including non-binary options, ethnic group identification, and their disability status. Persons may designate as many ethnicities as they identify with, but will be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection advisory committee and hiring administrator(s).   At hire and when completing new hire paperwork, employees will have an option to voluntarily identify their gender including non-binary options, ethnic group identification and disability status again, separate from the applicant process. The District will annually report to the State Chancellor the demographic data of employees. This data collection will be done for each college in the District and the District Office. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing employees and of those who have applied for employment in each of the following identified job categories:

      1)   Executive/Administrative/Managerial
      2)   Faculty and other Instructional Staff
      3)   Professional Non-faculty
      4)   Secretarial/Clerical
      5)   Technical and Paraprofessional
   6)   Skilled Crafts
      7)   Service and Maintenance

2. Current Workforce and Applicant Pool Data

The current workforce demographics as of February 2023 and for the last five years are as follows:

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
2023																										
	Executive/Administrative/Managerial	7	5%	2	1%	9	7%	50	36%	62	45%	4	3%	3	2%	69	50%	68	50%	0	0%	0	0%	4	3%	137
	Faculty and other Instructional Staff	92	5%	14	1%	186	10%	491	27%	889	49%	49	3%	84	5%	949	53%	845	47%	0	0%	11	1%	48	3%	1805
	Professional Non-faculty	7	4%	0	0%	26	15%	74	42%	61	35%	5	3%	2	1%	131	75%	43	25%	0	0%	1	1%	1	1%	175
	Secretarial/Clerical	8	7%	0	0%	7	6%	56	49%	41	36%	2	2%	0	0%	100	88%	14	12%	0	0%	0	0%	7	6%	114
	Service and Maintenance	8	7%	0	0%	10	9%	66	56%	31	26%	0	0%	2	2%	15	13%	102	87%	0	0%	0	0%	9	8%	117
	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	7	3%	3	1%	27	13%	81	39%	78	37%	6	3%	8	4%	112	53%	97	46%	0	0%	1	0%	3	1%	210
	Total	129	5%	20	1%	265	10%	825	32%	1173	46%	67	3%	99	4%	1376	53%	1189	46%	0	0%	13	1%	72	3%	2578
2022																										
	Executive/Administrative/Managerial	7	5%	2	2%	7	5%	46	35%	63	47%	4	3%	4	3%	66	50%	67	50%	0	0%	0	0%	0	0%	133
	Faculty and other Instructional Staff	92	5%	14	1%	185	11%	449	26%	883	51%	44	3%	76	4%	940	54%	794	46%	3	0%	6	0%	1	0%	1743
	Professional Non-faculty	6	3%	0	0%	27	15%	73	39%	73	39%	4	2%	2	1%	134	72%	50	27%	0	0%	1	1%	0	0%	185
	Secretarial/Clerical	7	6%	0	0%	2	2%	60	53%	43	38%	2	2%	0	0%	100	88%	14	12%	0	0%	0	0%	1	1%	114
	Service and Maintenance	10	8%	0	0%	8	7%	65	55%	32	27%	1	1%	3	3%	13	11%	106	89%	0	0%	0	0%	1	1%	119
	Skilled Crafts	0	0%	1	6%	0	0%	4	24%	11	65%	1	6%	0	0%	0	0%	17	100%	0	0%	0	0%	0	0%	17
	Technical and Paraprofessional	9	4%	2	1%	22	11%	77	38%	80	40%	5	2%	7	3%	114	56%	88	44%	0	0%	0	0%	0	0%	202
	Total	131	5%	19	1%	251	10%	774	31%	1185	47%	61	2%	92	4%	1367	54%	1136	45%	3	0%	7	0%	3	0%	2513
2021																										
	Executive/Administrative/Managerial	7	5%	2	2%	6	5%	43	33%	64	50%	4	3%	3	2%	64	50%	64	50%	0	0%	1	1%	0	0%	129
	Faculty and other Instructional Staff	75	4%	15	1%	173	10%	434	26%	891	53%	33	2%	70	4%	898	53%	786	46%	3	0%	4	0%	0	0%	1691
	Professional Non-faculty	6	3%	0	0%	26	15%	66	38%	70	40%	5	3%	3	2%	127	72%	47	27%	0	0%	2	1%	0	0%	176
	Secretarial/Clerical	10	9%	0	0%	3	3%	56	48%	45	39%	2	2%	0	0%	100	86%	14	12%	0	0%	2	2%	0	0%	116
	Service and Maintenance	10	8%	0	0%	10	8%	65	55%	29	25%	1	1%	3	3%	12	10%	106	90%	0	0%	0	0%	2	2%	118
	Skilled Crafts	0	0%	1	6%	0	0%	4	22%	12	67%	1	6%	0	0%	0	0%	18	100%	0	0%	0	0%	0	0%	18
	Technical and Paraprofessional	8	4%	2	1%	22	11%	73	36%	88	43%	5	2%	5	2%	120	59%	82	40%	0	0%	1	0%	0	0%	203
	Total	116	5%	20	1%	240	10%	741	30%	1199	49%	51	2%	84	3%	1321	54%	1117	46%	3	0%	10	0%	2	0%	2451
2020																										
	Executive/Administrative/Managerial	5	4%	2	2%	5	4%	40	33%	64	52%	4	3%	2	2%	63	52%	58	48%	N/A	0%	1	1%	0	0%	122
	Faculty and other Instructional Staff	87	5%	15	1%	184	10%	450	24%	996	54%	27	2%	77	4%	955	52%	889	48%	N/A	0%	2	0%	0	0%	1846
	Professional Non-faculty	4	2%	0	0%	26	16%	56	34%	73	45%	3	2%	1	1%	114	70%	47	29%	N/A	0%	2	1%	0	0%	163
	Secretarial/Clerical	10	10%	0	0%	3	3%	50	48%	39	38%	2	2%	0	0%	93	89%	10	10%	N/A	0%	1	1%	0	0%	104
	Service and Maintenance	9	7%	1	1%	9	7%	68	55%	34	27%	1	1%	2	2%	15	12%	109	88%	N/A	0%	0	0%	1	1%	124
	Skilled Crafts	0	0%	1	6%	0	0%	3	19%	11	69%	1	6%	0	0%	0	0%	16	100%	N/A	0%	0	0%	0	0%	16
	Technical and Paraprofessional	8	4%	2	1%	21	10%	71	35%	88	43%	7	3%	6	3%	121	60%	81	40%	N/A	0%	1	0%	0	0%	203
	Total	123	5%	21	1%	248	10%	738	29%	1305	51%	55	2%	88	3%	1361	53%	1210	47%	0	0%	7	0%	1	0%	2578
2019																										
	Executive/Administrative/Managerial	5	4%	2	2%	5	4%	37	32%	62	54%	2	2%	2	2%	63	55%	51	44%	N/A	0%	1	1%	0	0%	115
	Faculty and other Instructional Staff	75	4%	19	1%	169	9%	409	23%	1003	56%	35	2%	81	5%	933	52%	856	48%	N/A	0%	2	0%	0	0%	1791
	Professional Non-faculty	0	0%	0	0%	5	17%	6	20%	19	63%	0	0%	0	0%	20	67%	9	30%	N/A	0%	1	3%	0	0%	30
	Secretarial/Clerical	17	7%	1	0%	21	8%	99	39%	107	42%	10	4%	2	1%	226	88%	30	12%	N/A	0%	1	0%	0	0%	257
	Service and Maintenance	13	9%	1	1%	9	7%	66	48%	46	34%	1	1%	1	1%	18	13%	119	87%	N/A	0%	0	0%	1	1%	137
	Skilled Crafts	0	0%	1	11%	0	0%	2	22%	6	67%	0	0%	0	0%	0	0%	9	100%	N/A	0%	0	0%	0	0%	9
	Technical and Paraprofessional	11	5%	2	1%	26	13%	66	33%	88	44%	2	1%	6	3%	104	52%	95	47%	N/A	0%	2	1%	0	0%	201
	Total	121	5%	26	1%	235	9%	685	27%	1331	52%	50	2%	92	4%	1364	54%	1169	46%	0	0%	7	0%	1	0%	2540

In order to ensure transparency and currency of data, the District's most current workforce, new hires, and applicant demographic data will be made available on the District Diversity, EEO and Non-Discrimination webpage found here:
https://www.scccd.edu/about/diversity-equal-employment-opportunity-and-non-discrimination.html

Nonbinary was a category added to new hire information in January 2020. The District will re-survey the workforce in 2023 to capture demographics that were not included 10 or more years ago such as disability, non-binary and multi-racial status and to be able to disaggregate data to look at additional local trends such as Southeast Asian and Hmong populations

Plan Component 11: Utilizing Data to Assess Underrepresentation Within Job Categories
Reference CCR Title 5, §53003

On an annual basis, HR staff will use a variety of data sources to assess underrepresentation within job categories.

Data in 2023 demonstrating existing workforce demographics, compared to student demographics and community demographics is as follows:
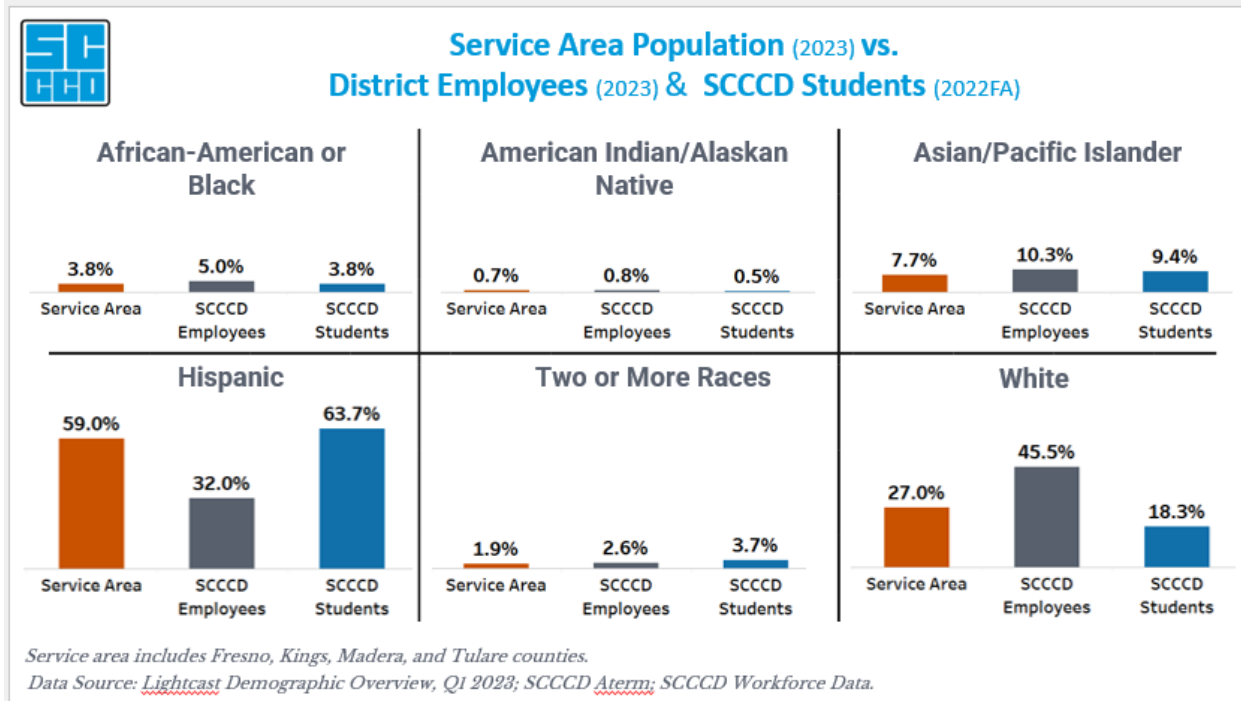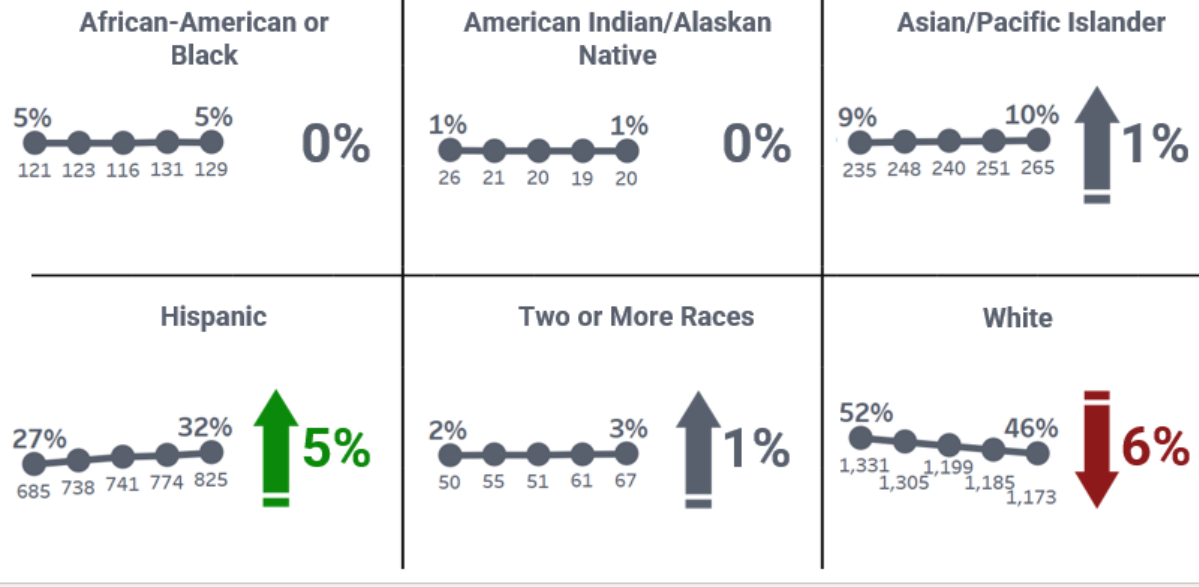

This indicates that our Hispanic workforce is underrepresented comparatively to our service area and student demographics and that our White workforce is overrepresented comparatively to our service area and student demographics.

Data sources used for community demographics is Lightcast. Workforce and student data is collected from our District data warehouse and as reported to CCCCO and IPEDS.

The U.S. Bureau of Labor Statistics National Employment Matrix is a tool which can be used to calculate labor projections to make informed decisions about expected changes to specific occupational categories and educational attainment. (https://www.bls.gov/emp/)

Annually, a report is made to the Board of Trustees demonstrating a five-year workforce trend. In 2023, the following report was presented representing demographic percentage changes:

SCCCD Employee Trend
(2019 to 2023)

African-American or Black
5%   5%   0%
121 123 116 131 129

American Indian/Alaskan Native
1%   1%   0%
26 21 20 19 20

Asian/Pacific Islander
9%   10%   1%
235 248 240 251 265

Hispanic
27%   32%   5%
685 738 741 774 825

Two or More Races
2%   3%   1%
50 55 51 61 67

White
52%   46%   6%
1,331   1,199
    1,305   1,185
              1,173

One of the points of interest is that percentage changes do not always articulate the actual employees. For example, when looking at the demographic category or African-American/Black, you will see that there are 8 additional employees but an overall percentage change of zero. Similarly in the Asian/Pacific Islander demographic category, there are 30 additional employees with a 1% increase.

Plan Component 12: Methods for Addressing Underrepresentation
Reference CCR Title 5, §53003, §53006

When considering the diversity of our workforce in comparison to our students, communities, potential qualified applicants and other geographic regions, SCCCD will use the data to inform our strategies for each phase of employment. The data will inform if current recruitment efforts attract reflectively diverse applicant pools, whether any group or groups are more successful in employment steps, and whether any groups face statistically significant barriers. This data will also inform if any specific step in the employment process may be influenced by bias based on race, ethnicity or gender and where we can invest resources to have a workforce which is reflective of our greater community.

By looking specifically at each step, such as approved petitions for equivalency, success rates in committee review and final hire by race, gender and ethnicity v. the number of available qualified applicants, we can use comparative analyses to draw conclusions about our workforce diversity.

In compliance with Title 5 requirements, three specific data sources are to be considered:
1. Current Workforce Demographics
2. External Availability Demographics
3. Applicant Pool Demographics

Using a composite estimate of multiple data sources to define availability, each source will be assigned a weight to determine the relative influence on the availability estimate. For example:

Advanced Degrees Awarded	50% weight
Student Population	20% weight
Local Metropolitan Area	20% weight
California Statewide	5% weight
U.S. Nationwide	5% weight

The utilization analysis will inform the District on which underrepresented group to focus on, but not on which part of the employment process which is causing the most impact. For this, we look to longitudinal analysis of the employment phases and the final hire. For example, if Asian applicants were less likely to be selected for an interview than White applications, we can focus on the interview criteria and selection process.

Strategies will depend on whether the impact is underrepresentation or adverse impact but may include additional training on hiring and selection, additional training on bias, targeted recruitment to specific populations, development of programs such as mentorship, career ladder advisement, outreach to graduation programs, and community partners. Strategies to evaluate employment materials may include revisions to the application, reexamination of criteria for assessing applications, interviews and performance demonstrations, revisions to job descriptions, and advertisement materials. Messaging from the District may also be enhanced to emphasize the District priority to workforce diversity and a culturally humble community.

Effectiveness will be evaluated by applying the same data analyses on an annual basis to assess progress and retention. Data is collected from the most recent available U.S. Census data.

For 2023, the availability calculations are as follows:

Classified Availability Data

Race	Total Classified Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	80% Rule	Binomial Exact	Standard 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 Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	80% Rule	Binomial Exact	Standard 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 Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	80% Rule	Binomial Exact	Standard Deviation	Shortfall
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 Employees	% of Gender Job Group Employees	Gender Availability	Race Expected based on Availability	80% Rule	Binomial Exact	Standard Deviation	Shortfall
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"

Management Availability Data

Race	Total Management Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	80% Rule	Binomial Exact	Standard Deviation	Shortfall
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 Employees	% of Race Job Group Employees	Gender Availability	Gender Expected based on Availability	80% Rule	Binomial Exact	Standard Deviation	Shortfall
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"

Plan Component 13: Specific Pre-Hire, Hire and Post-Hire Strategies
Reference CCR Title 5, §53003, §53021, §53022, §53023, §53024, §53024.1, §53027

This EEO Plan is intended to support recruitment and hiring procedures, such as Board Policy 7120, Recruitment and Hiring, Administrative Regulation 7120, Procedures for Recruitment and Employment of College Faculty, Administrative Regulation 7121, Procedures for Recruitment and Employment of First-Time Part-Time Faculty and Administrative Regulation, Administrative Regulation 7220, Administrative Recruitment and Hiring Procedures, and Administrative Regulation 7230, Classified Employees, or other appropriate Board Policies, Administrative Regulations, Personnel Commission Rules, laws or statutes. Please reference the following links:

BP 7120: http://www.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXJWA4E85E8
AR 7120: http://www.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK5R4E8B00
AR 7121: https://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK5Y4E8B29#
BP 7220: http://www.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXJWG4E8605
AR 7220: http://www.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK944E8D45
AR 7230: https://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK5Y4E8B29#

Academic excellence is best sustained in a climate of acceptance, mutual respect and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population. The District recognizes that multiple approaches are appropriate to foster equitable opportunities and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas, and that is welcoming to persons with disabilities and individuals from all ethnic and other groups protected from discrimination.

To that end the District will do the following to increase the diversity of its workforce and to ensure equal employment opportunity. These provisions will remain in place, even if diversity in the makeup of the District's employees is achieved, because these provisions are valuable in maintaining a diverse work force and in ensuring the District continues to provide for equal employment opportunity in accordance with the policies of the District and federal and state law.

Method	Who	What/When	Effectiveness Metrics & Review
A. PRE-HIRE STRATEGIES The District will ensure equal employment opportunity in its recruitment, screening and selection procedures. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps to allow for the hiring of candidates with varied backgrounds who can contribute to and effectively communicate within a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required			

by Education Code section 87482.6. The District's recruitment, screening and selection procedures will, at a minimum, include the following provisions:

1) Recruitment	Who	What/When	Effectiveness Metrics & Review
a) It is the policy of the District to diligently pursue a program of verifiable open recruitment that is inclusive and open to all individuals. The District will actively recruit from both inside and outside the District workforce to attract qualified applicants for all vacancies. This will include outreach designed to ensure that all persons are provided the opportunity to seek employment with the District. The requirement of open recruitment will apply to all full-time and part-time vacancies in all job categories and classifications including, but not limited to, faculty, classified employees, categorically funded positions, and all executive/administrative/managerial positions.	Recruitment involves a variety of parties including finance, human resources, student success, instruction, etc. To identify positions that contribute to enrollment growth, student success and diversity requires collaboration from multiple parties. When a vacancy is identified and approved by the campus, the department notifies Human Resources. Human Resources staff work with the hiring division to develop a job posting that includes the demographic makeup of the campus and equity-minded language to ensure that applicants know that EEO, diversity and equity are priorities and minimum qualifications are clearly indicated.	Ongoing: The District will develop and utilize equity-minded job announcements which demonstrate the demographics of the students that we serve, our equity-minded focus and minimum qualifications that adhere to state requirements without introduction unnecessary barriers.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
b) Recruitment for full-time faculty and educational administrator	When job postings are created, HR staff work with the department to ensure	The District will utilize a wide variety of locations for job announcements such as industry-specific	Recruitment strategies are measured at each recruitment phase and also on an annual basis.

positions will be at least statewide and, at a minimum, will include seeking qualified applicants listed in the California Community Colleges Registry and posting job announcements with the Registry.	a broad advertisement reach including our local chambers such as the Fresno Metro Black Chamber of Commerce, the Central California Hispanic Chamber of Commerce and specialty publications for positions such as STEM disciplines.	publications, CCC Registry and community-based organizations and non-profit groups, with a heighted concentration on those who focus on minoritized and marginalized people	Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
c) Recruitment for part-time faculty positions may be conducted separately for each vacancy or by annually establishing a pool of eligible candidates but, in either case, full and open recruitment consistent with the Plan is required.	Recruitment for part-time faculty involves Human Resources, the respective academic manager over the division and discipline specific faculty. Human Resources has been working with the divisions to post recruitment pools for all part-time faculty positions. 150 are currently posted, of which 47 have been posted for pools in the past six months. The remaining 75 will be posted in the next six months. Then, if there is a need for part-time faculty in a	Ongoing. About 75 of the disciplines still need to be posted and should be completed in the next six months. Then, Human Resources will work with the division and discipline specific faculty to regularly review the pool and ensure applications in the pool remain current.	Effectiveness is measured using representation data to inform the District on whether or not our applicant pool is reflective of the community demographics. Recruitment reports demonstrating demographic reports of applicants are presented on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.

	particular discipline and there are no applicants in the pool or the pool has been exhausted, Human Resources will work with the division and discipline specific faculty to post a recruitment for the immediate need.		
d) Efforts will be undertaken on a regular basis to develop and contact new recruitment sources to ensure diverse pools of candidates. The Human Resources department maintains a listing of community resources which are used in diverse marketing efforts and will continuously update this list.	When job postings are created, HR staff work with the department to ensure a broad advertisement reach including our local chambers such as the Fresno Metro Black Chamber of Commerce, the Central California Hispanic Chamber of Commerce and specialty publications for positions such as STEM disciplines.	The District will utilize a wide variety of locations for job announcements such as industry-specific publications and community-based organizations and non-profit groups.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
e) All recruitment announcements will state that the District is an "Equal Employment Opportunity Employer."	HR staff are responsible for recruitment announcements, therefore will ensure this statement is presented on all	Ongoing: Announcement templates utilize this statement.	The HR staff person who is responsible for recruitment will ensure that this statement is on every job announcement.

	recruitment announcements.		
f) Academic in-house or promotional only recruitment will not be used to fill any vacancy for any position except when the position is being filled on an interim basis, provided, however, that no interim appointment or series of interim appointments exceed two (2) years in duration. i) Where in-house or promotional only recruitment is utilized to fill a position on an interim basis pursuant to Component 13 subdivision A(1)(f) of the Plan, all qualified District employees will be afforded the opportunity to apply and demonstrate that they are qualified.	HR Staff review and approve position requisitions and post all recruitment announcements	Ongoing: Position requests and hire selections require a multi-level approval process to ensure that position and hire approvals are processed according to approved procedures.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
ii) The job announcement for the interim position will comply with CCR section 53022 and the selection process will be consistent with the requirements	HR and PC Staff review and approve position requisitions and post all recruitment announcements.	Ongoing: Position requests and hire selections require a multi-level approval process to ensure that position and hire approvals are processed according to approved procedures.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics

of CCR section 53021 and this Plan.			and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
g) For the purposes of this EEO Plan, a vacancy is not created, and the requirements of the Plan Component 13 (A)(1) Recruitment do not apply when: i) there is a reorganization that does not result in a net increase in the number of employees;	HR and PC Staff review and approve position requisitions and post all recruitment announcements.	Ongoing: Position requests and hire selections require a multi-level approval process to ensure that position and hire approvals are processed according to approved procedures.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.

ii) one or more lateral transfers are made and there is no net increase in the number of employees; a position which is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;	HR and PC Staff review and approve position requisitions and post all recruitment announcements.	Ongoing: Position requests and hire selections require a multi-level approval process to ensure that position and hire approvals are processed according to approved procedures.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
iii) the position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code sections 87422, 87480, 87482.5 88105, 88106 or 88108;	HR and PC Staff review and approve position requisitions and post all recruitment announcements.	Ongoing: Position requests and hire selections require a multi-level approval process to ensure that position and hire approvals are processed according to approved procedures.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual

			basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
iv) a part-time faculty member is assigned to teach the same or fewer hours they previously taught in the same discipline without a substantial break in service. For purposes of this section, "a substantial break in service" means more than one calendar year or such different period as may be defined by a collective bargaining agreement; or	HR and PC Staff review and approve position requisitions and post all recruitment announcements.	Ongoing: Position requests and hire selections require a multi-level approval process to ensure that position and hire approvals are processed according to approved procedures.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
v) an individual not currently employed by the District, who is specially trained, experienced, and competent to serve as an administrator, and who	HR and PC Staff review and approve position requisitions and post all recruitment announcements.	Ongoing: Position requests and hire selections require a multi-level approval process to ensure that position and hire approvals are processed according to approved procedures.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the

satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional services contract. No appointment or series of appointments pursuant to this provision may exceed a period of two (2) years in duration.			community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
2) Job Announcements			
g) Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. v) For classified positions, the Personnel Commission will: establish essential position qualifications that can be validated as job oriented and as such do not exclude qualified candidates; encourage recruitment procedures that are directed toward the	HR and PC Staff review and approve position requisitions and post all recruitment announcements.	Ongoing: The District will develop and utilize equity-minded job announcements which demonstrate the demographics of the students that we serve, our equity-minded focus and minimum qualifications that adhere to state requirements without introduction unnecessary barriers.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.

fulfillment of equal opportunity; ensure that examinations are valid and do not have an adverse impact; and ensure that all state and federal laws and administrative regulations are followed regarding personnel functions.			
iii) For ~~faculty and administrative~~ all positions, job requirements will include equity-mindedness and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.	HR and PC Staff review and approve position requisitions and post all recruitment announcements	Ongoing: The District will develop and utilize equity-minded job announcements which demonstrate the demographics of the students that we serve, our equity-minded focus and minimum qualifications that adhere to state requirements without introduction unnecessary barriers.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
g) Job specifications, including any "required,"	HR and PC Staff review and approve	Ongoing: The District will develop and utilize equity-	Recruitment strategies are measured at each

"desired," or "preferred" qualifications beyond the state minimum qualifications, which the District wishes to utilize will be reviewed by the Vice Chancellor, Human Resources or designee before the position is announced, to ensure conformity with the requirements of this EEO Plan and both state and federal nondiscrimination laws.	position requisitions and post all recruitment announcements.	minded job announcements which demonstrate the demographics of the students that we serve, our equity-minded focus and minimum qualifications that adhere to state requirements without introduction unnecessary barriers.	recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
h) Recruitment efforts will include marketing vacancies to a diverse audience using tools such as local job fairs, CCC Registry, developing relationships with other colleges and universities including HBCU's, AANAPISI and HSI's and community-based organizations.	When job postings are created, HR staff work with the department to ensure a broad advertisement reach including our local chambers such as the Fresno Metro Black Chamber of Commerce, the Central California Hispanic Chamber of Commerce and specialty publications for positions such as STEM disciplines.	The District will utilize a wide variety of locations for job announcements such as industry-specific publications, CCC Registry and community-based organizations and non-profit groups. See my previous comments- Ray R.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board

			which includes applicant and workforce demographics disaggregated by type of employee and by campus.
i) Curricula, texts and/or course descriptions will be maintained and updated so that job seekers have an accurate preview of discipline offerings.	Academic Senate, the VPI, the Curriculum Committee and discipline-specific faculty review curricula, text and/or course descriptions.	The curriculum review cycle is every five years. When a discipline is due for review, reviewers are required to look at every course. Usually reviewers update course outcomes and objectives and sometimes the course description, but at a minimum reviewers update the textbook.	The effectiveness of the course is measured in the Program review process by things like course completion and success, program completion (like a degree or transfer), and Student Learning Outcomes (SLO) assessment results.

The courses that are Career Tech Ed maintain relevance through industry advisory committee's and Labor Market data that indicates things like wages, job availability, and overall job growth. |
| 3) *Development of Internship Program*

f) It is the intent of the District to create a Faculty Internship program to attract and prepare qualified candidates by 2025. This program will ideally be coordinated by a 100% release time faculty position which will also work on post-hire strategies such as a Mentorship | Two faculty have been designated as co-coordinators and granted release time for the Faculty Diverse Internship Program. | In Y1, the Faculty Internship Program will be established by two co-coordinators who are assigned to the internship program on a release time agreement. Y1 will include establishing the program goals, outline of methodology, timelines, developing outreach and training materials and securing and training mentors. Specifically, in Fall 2023, the programs goals are: | Internship program effectiveness is measured by total number of intern applicants and total number of participants who successfully complete the program in the initiation of the program. Subsequent years, the rate of hire of interns who have completed the program will inform effectiveness. |

program. Inviting and retaining a diverse pool of candidates from non-traditional sources will reap mutually beneficial results such as: iii) Opportunity to gain hands-on experience teaching in a diverse community college system iv) Gaining and sharing knowledge and skills in a professional setting under the guidance of an experienced faculty member v) Participation in department and committee meetings to gain an understanding of participatory governance vi) Professional networking vii) Faculty and staff participation in identifying, training and preparing a creative talent pool		▪ Collect data from current and former SCCCD mentors and interns ▪ Develop Mentor Training Program ▪ Feedback from practitioners, ex. Project MATCH, TIES, etc. ▪ Recruitment opportunities (Getting List from HR) ▪ Recruit Mentors By Y2, the goals of the internship program are: ▪ Recruit and Train Mentors ▪ Finalize Pilot Training Program modules and activities ▪ Begin recruiting participants ▪ Recruitment opportunities (Getting List from HR) By Y3, the internship program will begin.	**Potential outcomes for the interns** ○ **Skill Development:** ▪ Acquire or improve teaching methodologies suitable for community college students. ▪ Enhance their understanding of course design, assessment, and curriculum development. ▪ Learn the operational requirements of an instructor of record in the State Center Community College District. ▪ Develop cognitive, communicative, and relational abilities related to classroom management, especially when working in diverse environments. ○ **Professional Growth:** ▪ Expand their professional network with faculty, staff, administration, and community college professionals. ▪ Acquire insights, experiences, and strategies through mentorship from senior faculty. ▪ Engage in professional development opportunities, enhancing their knowledge of community college systems. ○ **Cultural Competency:** ▪ Enhance their understanding of the diverse needs, challenges, and

			strengths of community college students.
			▪ Gain knowledge through diversity, equity, and inclusion training tailored to the demographics of the community, District, college, and/or program, as appropriate.
			▪ Learn about various cultural backgrounds, fostering an inclusive teaching environment.
			o **Academic Enhancement:**
			▪ Gain knowledge from current research, teaching resources, and innovative pedagogical practices.
			▪ Refine their teaching through feedback, enhancing their understanding of effective pedagogy.
			▪ Contribute to or initiate academic projects, broadening their knowledge in best practices.
			o **Career Path Clarity:**
			▪ Expand their understanding of roles, responsibilities, and expectations of community college faculty.
			▪ Gain insights into aligning personal and professional goals with a career in community college education.
			▪ Build evidence of their teaching capabilities, adding to their academic and professional portfolio.
			o **Community Engagement:**

			▪ Learn about local community dynamics, linking the college to local communities and organizations. ▪ Bridge academic and industry knowledge as appropriate, enhancing real-world relevance in teaching. ▪ Discuss opportunities for contributing to community initiatives, expanding their understanding of local challenges and solutions. o **Feedback Mechanism:** ▪ Contribute to the FIT Program's continuous evolution and refinement through intentional feedback opportunities. ▪ Provide new perspectives on curriculum and pedagogy, based on their diverse experiences. o **Personal Growth:** ▪ Gain confidence and self-awareness about their teaching persona and classroom efficacy. ▪ Refine their self-assessment and reflection abilities, fostering personal growth. ▪ Learn adaptability and resilience in a dynamic and diverse academic environment. o **Collaboration and Teamwork:** ▪ Gain knowledge from interdisciplinary collaborations with

			faculty across departments.
			▪ Learn about the holistic experience of community college students by working with student services, counseling, and other departments.
			KSA's related to teaching in a culturally relevant manner
			○ **Knowledge:** ▪ **Understanding of Diverse Cultures:** Knowledge of different cultural norms, values, and perspectives, including their historical contexts and the influences and cultural wealth they bring to the classroom. ▪ **Pedagogical Approaches:** Awareness of a range of teaching methods that are effective across diverse student populations, taking into account varying learning styles and backgrounds. ▪ **Societal Structures:** Familiarity with social, political, and economic systems and how they influence and sometimes marginalize certain cultural groups. ▪ **Cultural Self-awareness:** Recognition of one's own cultural biases, stereotypes, and prejudices and how they impact teaching and learning. ▪ **Current Research:** Knowledge of the

			latest findings in multicultural education, culturally responsive teaching, and diversity in education.
			o **Skills:** ▪ **Adaptable Communication:** Ability to adjust communication styles to be understood by all students, regardless of their cultural background. ▪ **Curriculum Integration:** Skill in integrating diverse perspectives and culturally relevant themes into the delivery of curriculum, including lesson plans, lectures, assignments, and discussions.
			▪ **Empathetic Listening:** Ability to actively listen to students, fostering an environment where they feel seen, heard, valued, and respected. ▪ **Classroom Management:** Skill in fostering an inclusive classroom environment where all students feel safe and respected, and where disruptive behaviors rooted in prejudice or misunderstanding are addressed effectively. ▪ **Feedback and Assessment:** Ability to provide feedback and assess student work in ways that are unbiased, fair, and culturally sensitive.

			o **Abilities:** ▪ **Cultural Sensitivity:** Ability to recognize, appreciate, and respond to differences in students' cultural backgrounds, experiences, and perspectives. ▪ **Flexibility:** Ability to adapt teaching styles, techniques, and materials to meet the diverse needs of students. ▪ **Building Relationships:** Capacity to connect with students of different cultural backgrounds and foster a trusting educator-student relationship. ▪ **Critical Self-reflection:** Ability to regularly assess and adjust one's own teaching practices considering cultural competency goals and feedback from students and colleagues. 1. **Problem Solving:** Ability to address challenges and conflicts that arise from cultural misunderstandings or biases, seeking solutions that honor and respect all involved parties.
4) *EEO Office* a) An EEO Office will be funded at the District level and sufficiently staffed to support and coordinate districtwide EEO efforts, tracking of EEO data and reporting of EEO outcomes and strategies.	The District EEO office is currently staffed with one District Director at 75% and one Administrative Assistant at 35%. Additional staff support EEO efforts	Ongoing: The District will continue to staff the EEO office at least at current 2023-2024 levels. An annual program review will determine if additional support is required. The EEO Committee is made of representatives from	The EEO office produces an annual report which summarizes EEO efforts and applicant and workforce demographics.

	such as budget tracking and data collection. The EEO Office facilitates the districtwide EEO Committee efforts.	constituency groups across our campuses and will continue to inform the activities of the committee.	
HIRING STRATEGIES			
1) *Review of Initial Applicant Pools*			
a) The application for employment will provide for optional self-identification of the applicant's gender identity or expression, including non-binary options, ethnic group and their disability status. This information will be kept confidential and will be used only for research, monitoring, and evaluating the effectiveness of the District's Equal Employment Opportunity Program, or any other purpose specifically authorized in this subchapter, or by any applicable statute or regulation.	HR staff collect applicant demographic information and provide it to the HR Analyst (PC) or the designee of the Vice Chancellor, Human Resources.	Ongoing: Applicant demographic review is done at each stage of each recruitment.	A data collection, organization, and communication process will be developed keep track of these data.
b) After the application deadline has passed, the composition of the initial applicant pool will be recorded and reviewed by the Vice Chancellor, Human Resources, or designee.	HR staff collect applicant demographic information and provide it to the HR Analyst (PC) or the designee of the Vice Chancellor, Human Resources.	Ongoing: Applicant demographic review is done at each stage of each recruitment A report is run from the respective applicant tracking system (NeoEd	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the

		for classified and PeopleAdmin for faculty) that identifies confidential applicant demographics. Demographics are reviewed at the initial phase when all applications are received to determine if the recruitment announcement was ale to attract a diverse pool of applicants. After applicants have been screened for minimum qualifications, demographics are reviewed again to determine if adverse impact occurred following the initial screening for minimum qualifications. Applicant demographics are reviewed again at each phase of recruitment, whether this be performance testing or oral boards in a classified recruitment or committee interview and teaching demonstration for a faculty search committee.	community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
2) *Review of Qualified Pools*			
a) All initial applications will be screened to determine which candidates satisfy job specifications set forth in the job announcement. The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description.	HR staff who perform the initial application review are trained in EEO and equity-minded application review. The Vice Chancellor, Human Resources or designee review the demographics report of applicants at each phase of recruitment to ensure no adverse impact has occurred. The Vice Chancellor, Human Resources or designee also reviews	Ongoing: HR staff participate in regular, ongoing training throughout the year to keep abreast of EEO rules, regulations and strategies for equity mindedness.

Also ongoing is the review of demographics and adverse impact by the Vice Chancellor, Human Resources or designee. | Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of |

	the search committee screening materials to ensure that the questions are directly related to the qualities posted in the job announcement and that the materials demonstrate evidence of or receptiveness to equity-mindedness and culturally affirming responses from candidates.		applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
b) The composition of the qualified applicant pool will be reviewed and compared to the composition of the initial applicant pool. If the Vice Chancellor, Human Resources or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, appropriate action will be taken. This action may include, but is not limited to, the recruitment being closed and reopened for recruitment, modifications made to the required and desired qualifications, or revisions made to the screening criteria	HR staff who perform the initial application review are trained in EEO and equity-minded application review. The Vice Chancellor, Human Resources or designee review the demographics report of applicants at each phase of recruitment to ensure no adverse impact has occurred. The Vice Chancellor, Human Resources or designee also reviews the search committee screening materials to ensure that the questions are directly related to the qualities posted in the job announcement and that the materials glean equity-mindedness and culturally affirming responses from candidates.	Ongoing: HR staff participate in regular, ongoing training throughout the year to keep abreast of EEO rules, regulations and strategies for equity mindedness. Also ongoing is the review of demographics and adverse impact by the Vice Chancellor, Human Resources or designee.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.

used by the hiring committee. When such action is taken, the Vice Chancellor, Human Resources, or designee will notify the hiring manager of the action taken. The applicant pool data will be reviewed in conducting the analysis described in Section 53006(a) of Title 5. The Vice Chancellor, Human Resources, may stop a recruitment at any time if there are factors influencing a selection advisory committee or candidate pool that are determined to not be job related.			
3) *Screening/Selection Advisory Committee Procedures*			
a) Once the qualified applicant pool is approved, the pool will be forwarded to the screening/selection advisory committee for application screening, interviews, and final recommendations for hiring consideration.	The faculty search committee provides HR staff with their documents. The Vice Chancellor of Human Resources or designee reviews each faculty search committee documents.	The Vice Chancellor of Human Resources or designee reviews each faculty search committee documents to include review of paper screening questions, interview questions and any teaching demonstrations and/or writing prompts to ensure questions are written to elicit knowledge of culturally affirming practices and to ensure that questions are appropriate and directly related to the recruitment announcement.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual

			basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
b) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be: i) provided to the State Chancellor upon request;	The faculty search committee provides HR staff with their documents. The Vice Chancellor of Human Resources or designee reviews each faculty search committee documents.	The Vice Chancellor of Human Resources or designee reviews each faculty search committee documents to include review of paper screening questions, interview questions and any teaching demonstrations and/or writing prompts to ensure questions are written to elicit knowledge of culturally affirming practices and to ensure that questions are appropriate and directly related to the recruitment announcement.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
i) designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate equity-mindedness and	The faculty search committee provides HR staff with their documents. The Vice Chancellor of Human Resources or designee reviews each faculty search	The Vice Chancellor of Human Resources or designee reviews each faculty search committee documents to include review of paper screening questions, interview questions and any teaching demonstrations and/or writing prompts to ensure	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the

sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates will be required to demonstrate sensitivity to diversity and cultural awareness in ways relevant to the specific position;	committee documents.	questions are written to elicit knowledge of culturally affirming practices and to ensure that questions are appropriate and directly related to the recruitment announcement.	community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
i) based solely on job-related criteria; and	The faculty search committee provides HR staff with their documents. The Vice Chancellor of Human Resources or designee reviews each faculty search committee documents.	The Vice Chancellor of Human Resources or designee reviews each faculty search committee documents to include review of paper screening questions, interview questions and any teaching demonstrations and/or writing prompts to ensure questions are written to elicit knowledge of culturally affirming practices and to ensure that questions are appropriate and directly related to the recruitment announcement.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data

			presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
i) designed to avoid an adverse impact, as defined in Title 5, section 53001(a) and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group. A District may not designate or set aside particular positions to be filled by members of any group defined in terms of race, color, ethnicity, national origin, ancestry, religious creed, age, sex/gender, gender identity, gender expression, medical condition, pregnancy, sexual orientation, marital status, physical/mental	The faculty search committee provides HR staff with their documents. The Vice Chancellor of Human Resources or designee reviews each faculty search committee documents.	The Vice Chancellor of Human Resources or designee reviews each faculty search committee documents to include review of paper screening questions, interview questions and any teaching demonstrations and/or writing prompts to ensure questions are written to elicit knowledge of culturally affirming practices and to ensure that questions are appropriate and directly related to the recruitment announcement.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.

disability, genetic information, military/veteran status, opposition to unlawful discrimination or harassment, or because they are perceived to have one or more of those aforementioned characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law. Nor may a istrict apply the District's Equal Employment Opportunity Plan in a rigid manner which has the purpose or effect of so discriminating.			
c) Seniority or length of service may be taken into consideration only to the extent that it is job related, is not the sole criterion, and is included in	Search committees develop screening criteria for application review, which may include previous experience working or teaching in the	Ongoing for each recruitment.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our

the job announcement consistent with the provisions of the Plan.	field. However, this may not be the sole criterion. Human Resources reviews all screening criteria to ensure it is job-related and working to advance our DEIA efforts. Required years of service is only included in job announcements when it is a requirement of the position (academic administrator MQs; Nursing BRN requirements). All job announcements are reviewed and approved by Human Resources before posting.		applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
d) Selection testing for classified employees will follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures" in adherence to merit system rules.	Similarly to faculty position, PC staff are trained in EEO and equity minded recruitment practices and prepare all recruitment materials along with third-party vendors such as eSkill and CODESP who also provide reports on test performance and reliability. Job classifications are reviewed and maintained on a regular basis to ensure that job announcements and testing materials are directly tied to accurate and current	Ongoing: Job classifications are updated based on a pre-established schedule by job family. Review of testing content and review of reports from third-party vendors are also ongoing to ensure no adverse impact has occurred.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics

	knowledge, skills and abilities.		disaggregated by type of employee and by campus.
e) Screening committees will include a diverse membership reflective of our campus and community demographics, which will bring a variety of perspectives to the assessment of applicant qualifications. The Vice Chancellor, Human Resources, or designee will review the composition of all committees and, if determined to be insufficiently diverse, will return the committee list to the appropriate administrator responsible for the recruitment for changes to be made to the committee's composition.	HR staff collect search committee demographic information and provide it to the Vice Chancellor, Human Resources or designee.	Ongoing: Search committee demographic review is done by the Vice Chancellor, Human Resources or designee and if the committee is not reflective of the student and community demographics, the hiring manager and/or chair may be asked to invite additional members to participate.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
f) Before a person can serve on a screening/selection advisory committee, they must have received equal employment opportunity and diversity training within the previous 12-18 months prior to service on the screening/selection advisory committees. This	EEO training is provided by the District Director of EEO/Diversity and Professional Development as requested, no less than twice per year and on an asynchronous basis with materials created by the District Director to verify asynchronous	EEO training headcounts are tabulated in the Professional Development Annual Report and evaluations are collected after each training. Feedback and changes to the training are incorporated and training is updated as-needed but no less than biennially.	An annual Professional Development report is generated indicating how many individuals have completed EEO training for faculty search committees.

Evaluations are collected from EEO training and feedback is incorporated. |

training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection advisory committees so that members are prepared to review and discuss applicants from an equity-minded perspective.	participation and comprehension. Anyone who participates on a faculty search committee must participate in this training.

Personnel Commission staff provide EEO training to panelists serving on an oral board assessment.

The Administrative Assistant to the EEO office tracks EEO training for faculty search committees and the Vice Chancellor of Human Resources or designee reviews committee demographics. | | Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus. |
| g) Notwithstanding any other provision of this division, the Board of Trustees or its designee will have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening/selection | HR staff collect search committee demographic information and provide it to the Vice Chancellor, Human Resources or designee. | Ongoing: Search committee demographic review is done by the Vice Chancellor, Human Resources or designee and if the committee is not reflective of the student and community demographics, the hiring manager and/or chair may be asked to invite additional members to participate. | Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented |

advisory committee or to reopen the position where necessary to further the achievement of the objectives of the Plan or to otherwise ensure equal employment opportunity. A consistent pattern of not hiring qualified candidates from a monitored group who are recommended by screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunity that are required by the Plan.			along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
4) *Applicability to Districts Operating a Merit System for Classified Employees* Pursuant to Education Code Section 88091(d), state laws governing merit systems for classified employees will not authorize the selection of eligible candidates in circumvention of the "affirmative action programs" (equal employment opportunity programs) of any community college district. Pursuant to Title 5 section 53027, nothing in the equal			

employment opportunity provisions of Title 5 will be construed to conflict with or be inconsistent with the provisions of Article 3 (commencing with Section 88060) of chapter 4 of part 51 of the Education Code which apply to districts operating a merit system for classified employees.			

C) POST-HIRE STRATEGIES

The District will promote and celebrate the concepts of diversity, cultural proficiency, and inclusion. These concepts demonstrate the skill sets and knowledge which allow one to be effective with diverse students, employees and other groups.

To actualize this change, the District promulgates principles of diversity, equity-mindedness, inclusiveness, equity, and multiculturalism which can make the implementation and maintenance of an effective equal employment opportunity program much more fluid. To facilitate this change, institutionalizing a diversity program that is well planned out and supported by the leadership of the District is of great value.

Our diversity program will do the following:

1) Assess current knowledge and awareness of diversity and inclusion principles	Assessment of current knowledge, awareness and satisfaction with diversity and inclusion principles in our District will be captured using a climate survey instrument. A third-party vendor will conduct a districtwide climate survey. Survey results will inform the Board, administration and the EEO Committee on strategies for recruitment, education, and strategies for	Y1: The District will secure a vendor to administer a climate survey and establish schedule for surveys. The District will also implement in-house surveys to be administered on a schedule such as stay surveys, exit surveys, ROI surveys and applicant surveys. Y2: Surveys administered and data collected. Results will inform next steps. Y3 and beyond: Subsequent survey data will provide comparable	Survey results will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement.

	accountability and retention. In partnership with campus and District institutional researchers, the EEO office will evaluate climate survey results. In-house surveys such as stay surveys, exit surveys, ROI surveys and applicant surveys will be administered in partnership with Human Resources staff and EEO/Professional Development staff.	data to gauge District progress on successfully establishing a welcoming diverse environment.	
2) Use survey results and best practices to develop a diversity culture strategy to include (but not necessarily limited to):	Assessment of current knowledge, awareness and satisfaction with diversity and inclusion principles in our District will be captured using a climate survey instrument. A third-party vendor will conduct a districtwide climate survey. Survey results will inform the Board, administration and the EEO Committee on strategies for recruitment, education, and strategies for	Y1: The District will secure a vendor to administer a climate survey and establish schedule for surveys. The District will also implement in-house surveys to be administered on a schedule such as stay surveys, exit surveys, ROI surveys and applicant surveys. Y2: Surveys administered and data collected. Results will inform next steps. Y3 and beyond: Subsequent survey data will provide comparable	Survey results will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement.

	accountability and retention. In partnership with campus and District institutional researchers, the EEO office will evaluate climate survey results. In-house surveys such as stay surveys, exit surveys, ROI surveys and applicant surveys will be administered in partnership with Human Resources staff and EEO/Professional Development staff.	data to gauge District progress on successfully establishing a welcoming diverse environment.	
a) Recruiting for Diversity and Inclusion i) Seek direct contact with student, professional, community, and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.	When job postings are created, HR staff work with the department to ensure a broad advertisement reach including our local chambers such as the Fresno Metro Black Chamber of Commerce, the Central California Hispanic Chamber of Commerce and specialty publications for positions such as STEM disciplines.	The District will utilize a wide variety of locations for job announcements such as industry-specific publications and community-based organizations and non-profit groups.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual

			basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
b) Building Knowledge and Awareness of Diversity and Inclusion Best Practices ▪ Budget for, and become active members of, associations which encourage and support diversity efforts.	The HR office maintains and tracks budgets related to districtwide EEO efforts. Currently, the District maintains memberships with several organizations which promote and support diversity efforts. Additional organizations may not require membership but SCCCD sponsors conferences and hosts booths at their events to speak to participants. Some of these organizations are: • ACHRO/EEO • CODESP • WRIPAC • HACU • APAHE • A2MEND • COLEGAS	Ongoing: HR and PC staff regularly attend events offered by agencies which encourage and support diversity efforts to learn, network and to promote employment at SCCCD. Additionally, each campus supports faculty, staff and students to attend events such as APAHE, A2MEND and others.	Climate survey results and professional development surveys will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement.
ii) Educate, promote, and advertise the benefits of diversity and inclusion.	Training is provided on a regular basis from a variety of sources. The EEO/Professional Development and Human Resources offices offer EEO	Ongoing: HR and PC staff regularly attend events offered by agencies which encourage and support diversity efforts to learn, network and to promote employment at SCCCD.	Climate survey results and professional development surveys will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified,

	training for search committees in-person and asynchronously. They also offer trainings on a variety of topics throughout the year such as Cultural Affirmation, Bystander Intervention, Sign Language Basics, and LGBTQ+ allyship. The triennial Human Resources newsletter has a "JEDI" feature. Each campus at the districtwide budget also supports DEIA training offered through partner organizations such as A2MEND, APAHE, Colegas and HACU. Several campuses also host a book club in which diverse authors and topics are discussed.	Additionally, each campus supports faculty, staff and students to attend events such as APAHE, A2MEND and others.	faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement.
iii) Provide training to staff to increase awareness of diversity, cultural humility, and inclusion.	Training is provided on a regular basis from a variety of sources. The EEO/Professional Development and Human Resources offices offer EEO training for search committees in-person and asynchronously. They also offer trainings on a variety of topics throughout the year such as Cultural Affirmation, Bystander Intervention, Sign Language Basics, and	Ongoing: HR and PC staff regularly attend events offered by agencies which encourage and support diversity efforts to learn, network and to promote employment at SCCCD. Additionally, each campus supports faculty, staff and students to attend events such as APAHE, A2MEND and others.	Climate survey results and professional development surveys will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement.

	LGBTQ+ allyship. The triennial Human Resources newsletter has a "JEDI" feature. Each campus at the districtwide budget also supports DEIA training offered through partner organizations such as A2MEND, APAHE, Colegas and HACU. Several campuses also host a book club in which diverse authors and topics are discussed.		
iv) Encourage and provide opportunities for faculty, staff and administrative employees to attend and participate in off-site diversity conferences.	Training is provided on a regular basis from a variety of sources. The EEO/Professional Development and Human Resources offices offer EEO training for search committees in-person and asynchronously. They also offer trainings on a variety of topics throughout the year such as Cultural Affirmation, Bystander Intervention, Sign Language Basics, and LGBTQ+ allyship. The triennial Human Resources newsletter has a "JEDI" feature. Each campus at the districtwide budget also supports DEIA training offered through partner organizations such as A2MEND, APAHE,	Ongoing: HR and PC staff regularly attend events offered by agencies which encourage and support diversity efforts to learn, network and to promote employment at SCCCD.

Additionally, each campus supports faculty, staff and students to attend events such as APAHE, A2MEND and others. | Climate survey results and professional development surveys will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement. |

	Colegas and HACU. Several campuses also host a book club in which diverse authors and topics are discussed.		
v) Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.	When job postings are created, HR staff work with the department to ensure a broad advertisement reach including our local chambers such as the Fresno Metro Black Chamber of Commerce, the Central California Hispanic Chamber of Commerce and specialty publications for positions such as STEM disciplines. Job announcements also include the student demographics to emphasize the population that the position will serve.	The District will utilize a wide variety of locations for job announcements such as industry-specific publications and community-based organizations and non-profit groups. Job announcements utilize equity-minded language and emphasize the expectations of each position as listed in the Minimum Qualifications handbook, opportunities for equivalency and demographics of the student populations. Newly created videos highlight key steps in the recruitment process to demystify and highlights of living and working in the Central Valley.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
vi) Review and revise College/District publications and other marketing tools to reflect diversity in pictures, graphics, and	When job postings are created, HR staff work with the department to ensure a broad advertisement reach including our local chambers such as the Fresno Metro Black Chamber of Commerce, the	The District will utilize a wide variety of locations for job announcements such as industry-specific publications and community-based organizations and non-profit groups.	Recruitment strategies are measured at each recruitment phase and also on an annual basis. Effectiveness is measured using availability data to inform the District on whether or not our applicant pool is reflective of the community demographics

text to project an inclusive image.	Central California Hispanic Chamber of Commerce and specialty publications for positions such as STEM disciplines. Job announcements also include the student demographics to emphasize the population that the position will serve.	Job announcements utilize equity-minded language and emphasize the expectations of each position as listed in the Minimum Qualifications handbook, opportunities for equivalency and demographics of the student populations. Newly created videos highlight key steps in the recruitment process to demystify and highlights of living and working in the Central Valley.	and if the demographics remain steady throughout each phase of recruitment. Recruitment reports demonstrating demographic reports of applicants are presented along with each hire selection and on an annual basis in a data presentation to the Board which includes applicant and workforce demographics disaggregated by type of employee and by campus.
vii) Establish an Equal Employment Opportunity and Diversity online presence by highlighting the District's diversity and equal employment opportunity, ADA policies, sexual harassment and nondiscrimination policies on the District's website.	The District has an EEO website which makes our annual EEO report available, links to important Administrative Regulations and Board Policies which emphasize District diversity policies and articles and training opportunities. The website is maintained by the Office of EEO/Diversity and Professional Development staff.	Ongoing: The EEO website is updated and reviewed on a regular basis, at least monthly to ensure content is current and accurate. https://www.scccd.edu/about/diversity-equal-employment-opportunity-and-non-discrimination.html	A variety of data collection opportunities will inform the success of our efforts of sharing EEO information on our website such as climate surveys, applicant surveys and changes to workforce demographics which demonstrate recruitment and retention success.
viii) Explore how to infuse diversity into the classroom and curriculum.	Training is provided on a regular basis from a variety of sources. The EEO/Professional Development and Human Resources offices offer EEO training for search	Ongoing: Each campus supports faculty, staff and students to attend events such as APAHE, A2MEND and others.	Climate survey results and professional development surveys will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators,

	committees in-person and asynchronously. They also offer trainings on a variety of topics throughout the year such as Cultural Affirmation, Bystander Intervention, Sign Language Basics, and LGBTQ+ allyship. The triennial Human Resources newsletter has a "JEDI" feature. Each campus at the districtwide budget also supports DEIA training offered through partner organizations such as A2MEND, APAHE, Colegas and HACU. Several campuses also host a book club in which diverse authors and topics are discussed.	Campuses also bring external trainers and offer in-house flex opportunities for culturally competent pedagogy and other topics to encourage infusion of diversity into the classroom and curriculum.	minoritized communities). Subsequent survey results will further inform strategies for improvement.
ix) Explore methods to create a more inclusive and welcoming campus climate	Assessment of current knowledge, awareness and satisfaction with diversity and inclusion principles in our District will be captured using a climate survey instrument. A third-party vendor will conduct a districtwide climate survey. Survey results will inform the Board, administration and the EEO Committee on strategies for recruitment,	Y1: The District will secure a vendor to administer a climate survey and establish schedule for surveys. The District will also implement in-house surveys to be administered on a schedule such as stay surveys, exit surveys, ROI surveys and applicant surveys. Y2: Surveys administered and data collected. Results will inform next steps.	Survey results will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement.

	education, and strategies for accountability and retention.	Y3 and beyond: Subsequent survey data will provide comparable data to gauge District progress on successfully establishing a welcoming diverse environment.	
	In partnership with Campus and District Institutional Researchers, the EEO office will evaluate climate survey results.		
	In-house surveys such as stay surveys, exit surveys, ROI surveys and applicant surveys will be administered in partnership with Human Resources staff and EEO/Professional Development staff.		
	Training is provided on a regular basis from a variety of sources. The EEO/Professional Development and Human Resources offices offer EEO training for search committees in-person and asynchronously. They also offer trainings on a variety of topics throughout the year such as Cultural Affirmation, Bystander Intervention, Sign Language Basics, and LGBTQ+ allyship.		

	The triennial Human Resources newsletter has a "JEDI" feature. Each campus at the districtwide budget also supports DEIA training offered through partner organizations such as A2MEND, APAHE, Colegas and HACU. Several campuses also host a book club in which diverse authors and topics are discussed.		
c) Celebrate Diversity and Inclusion i) Sponsor cultural events and speakers on issues dealing with diversity, such as: ii) having a guest speaker make an interactive presentation on topics such as celebrating diversity, inclusion, and cultural humility and awareness; and iii) hosting a variety of speakers across the District to make us more aware, understanding and appreciative of the	Cultural events take place throughout the year including an annual districtwide Spring diversity event and campus-specific events like Hispanic Heritage, Women in STEM and AsianFest and Black History month events. These events are listed in the EEO Annual Report and presentation to the Board. Training is provided on a regular basis from a variety of sources. The EEO/Professional Development and Human Resources offices offer EEO training for search committees in-person and asynchronously. They also offer trainings on a variety of topics throughout	Affinity Group formalization will take place in Y1 guided by the Chancellor's office with participation from all Affinity Groups.	Affinity group formalization and cross-district communication will enhance support and increase membership in affinity groups.

differences of various cultural groups within our local community.	the year such as Cultural Affirmation, Bystander Intervention, Sign Language Basics, and LGBTQ+ allyship. The triennial Human Resources newsletter has a "JEDI" feature. Each campus at the districtwide budget also supports DEIA training offered through partner organizations such as A2MEND, APAHE, Colegas and HACU. Several campuses also host a book club in which diverse authors and topics are discussed.		
b) Build Accountability for Diversity and Inclusion i) Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts.	Administrators are evaluated annually utilizing the NeoEd Perform system which includes a component of DEIA.	Ongoing: Administrator evaluations already include a component of DEIA as part of their process and this will continue.	Survey results will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement.
ii) Ensure that all administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position	The Vice Chancellor of Human Resources serves as the EEO Officer and serves on cabinet.	Ongoing: Administrator evaluations already include a component of DEIA as part of their process and this will continue.	A variety of data collection opportunities will inform the success of our efforts of sharing EEO information on our website such as climate surveys, applicant surveys and changes to workforce demographics which

	is maintained as a cabinet or other high-level administrative position.		Classified evaluations also include DEIA components and this will also continue. Faculty evaluations are currently being reviewed to incorporate DEIA components and will be implemented by 2024.	demonstrate recruitment and retention success. All classified and management evaluations are conducted in the NeoEd Perform software.
iii)	Annually reflect on activities across the District to determine if progress has been made.	Assessment of current knowledge, awareness and satisfaction with diversity and inclusion principles in our District will be captured using a climate survey instrument. A third-party vendor will conduct a districtwide climate survey. Survey results will inform the Board, administration and the EEO Committee on strategies for recruitment, education, and strategies for accountability and retention. In partnership with Campus and District Institutional Researchers, the EEO office will evaluate climate survey results. In-house surveys such as stay surveys,	Y1: The District will secure a vendor to administer a climate survey and establish schedule for surveys. The District will also implement in-house surveys to be administered on a schedule such as stay surveys, exit surveys, ROI surveys and applicant surveys. Y2: Surveys administered and data collected. Results will inform next steps. Y3 and beyond: Subsequent survey data will provide comparable data to gauge District progress on successfully establishing a welcoming diverse environment.	Survey results will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement.

	exit surveys, ROI surveys and applicant surveys will be administered in partnership with Human Resources staff and EEO/Professional Development staff.		
iv) Provide training for the Board of Trustees and Personnel Commissioners on their role in the elimination of bias in the employment process, to be renewed every two (2) years.	Training for the Board and Personnel Commissioners took place in 2023 and will take place according to the schedule established in this plan. Training was provided by the District Director of EEO/Diversity and Professional Development.	Training schedules are tracked by the Office of EEO/Diversity and Professional Development and content is reviewed, updated and presented by the District Director of EEO/Diversity and Professional Development.	Survey results will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement. Training evaluations collect satisfaction with training content and delivery.
v) Timely and thoroughly investigate all harassment and discrimination complaints and take appropriate corrective action in all instances where a violation is found.	Harassment and discrimination complaints involving employees are handled through the Human Resources office. Student to student complaints are handled by the campus Student Services administrator.	For harassment and discrimination complaints, an HR Analyst position will be filled in Y1 and will be trained in Title IX roles as well as in investigations. Y2, the complaint system, Maxient will be reviewed for efficiencies and additional training on usage will be implemented.	For harassment and discrimination complaints, the goal is to be preventative rather than responsive. The hiring of an HR Analyst in Y1 will help efforts to identify any patterns and prepare educational materials for prevention. The timeline for resolution and tracking will also improve. In Y2, the revision and training on the Maxient software

		Y3, reporting will continue on annual totals and staffing levels will be reevaluated based on volume of complaints.	system will improve data collection and reporting.
vi) Have a mission statement that conveys the District's commitment to diversity and inclusion and recognition that a diverse and inclusive workforce promotes its educational goals and values.	The District mission statement is currently under review as part of districtwide strategic planning efforts. The Chancellor's Office will advise on any changes as a result.	The District's mission, vision and values will be reviewed and updated in Y1 or Y2.	New District mission, vision and values will inform the District and surrounding community of our goals and guiding principles with an equity-minded focus.
vii) Address issues of inclusion/exclusion in a transparent and collaborative manner.	Harassment and discrimination complaints involving employees are handled through the Human Resources office. Student to student complaints are handled by the campus Student Services administrator.	For harassment and discrimination complaints, an HR Analyst position will be filled in Y1 and will be trained in Title IX roles as well as in investigations. Y2, the complaint system, Maxient will be reviewed for efficiencies and additional training on usage will be implemented. Y3, reporting will continue on annual totals and staffing levels will be reevaluated based on volume of complaints.	For harassment and discrimination complaints, the goal is to be preventative rather than responsive. The hiring of an HR Analyst in Y1 will help efforts to identify any patterns and prepare educational materials for prevention. The timeline for resolution and tracking will also improve. In Y2, the revision and training on the Maxient software system will improve data collection and reporting.

b) Using Data to Make Informed Decisions i) Use climate surveys to assess differences in cultural awareness and sensitivity throughout the District by 2024.	Assessment of current knowledge, awareness and satisfaction with diversity and inclusion principles in our District will be captured using a climate survey instrument. A third-party vendor will conduct a districtwide climate survey. Survey results will inform the Board, administration and the EEO Committee on strategies for recruitment, education, and strategies for accountability and retention. In partnership with Campus and District Institutional Researchers, the EEO office will evaluate climate survey results. In-house surveys such as stay surveys, exit surveys, ROI surveys and applicant surveys will be administered in partnership with Human Resources staff and EEO/Professional Development staff.	Y1: The District will secure a vendor to administer a climate survey and establish schedule for surveys. The District will also implement in-house surveys to be administered on a schedule such as stay surveys, exit surveys, ROI surveys and applicant surveys. Y2: Surveys administered and data collected. Results will inform next steps. Y3 and beyond: Subsequent survey data will provide comparable data to gauge District progress on successfully establishing a welcoming diverse environment.	Survey results will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement.

ii) Implement additional methods of data collection by 2023 such as applicant surveys, stay interviews, exit interviews and return on investment surveys which will address recruitment effectiveness, applicant and employee satisfaction and gauging inclusiveness.	Assessment of current knowledge, awareness and satisfaction with diversity and inclusion principles in our District will be captured using a climate survey instrument. A third-party vendor will conduct a districtwide climate survey. Survey results will inform the Board, administration and the EEO Committee on strategies for recruitment, education, and strategies for accountability and retention. In partnership with Campus and District Institutional Researchers, the EEO office will evaluate climate survey results. In-house surveys such as stay surveys, exit surveys, ROI surveys and applicant surveys will be administered in partnership with Human Resources staff and EEO/Professional Development staff.	Y1: The District will secure a vendor to administer a climate survey and establish schedule for surveys. The District will also implement in-house surveys to be administered on a schedule such as stay surveys, exit surveys, ROI surveys and applicant surveys. Y2: Surveys administered and data collected. Results will inform next steps. Y3 and beyond: Subsequent survey data will provide comparable data to gauge District progress on successfully establishing a welcoming diverse environment.	Survey results will measure effectiveness of DEIA efforts and data disaggregated by campus and by populations (EX: students, classified, faculty, administrators, minoritized communities). Subsequent survey results will further inform strategies for improvement.

b) Strategically Developing Inclusive Environments i) Robust onboarding to include training on implicit bias, student equity and EEO principles for every new employee and volunteer by 2023.	In January 2023, all new employees are automatically assigned and required to take the curriculum developed by the CCCCO, "I don't see color". This is assigned by the EEO office staff and reports can be run to track participation in the Vision Resource Center.	Ongoing: All new hires as of January 1, 2023 assigned "I don't see color"	A variety of data collection opportunities will inform the success of our efforts of sharing EEO information on our website such as climate surveys, applicant surveys and changes to workforce demographics which demonstrate recruitment and retention success.
ii) Develop a mentorship program by 2025 using a 100% release time faculty coordinator to develop peer networking, facilitate onboarding, centering diversity, equity and inclusion and core District values and sharing resources.	Two faculty have been designated as co-coordinators and granted release time for the Faculty Diverse Internship Program.	In Y1, the Faculty Internship Program will be established by two co-coordinators who are assigned to the internship program on a release time agreement. Y1 will include establishing the program goals, outline of methodology, timelines, developing outreach and training materials and securing and training mentors. Specifically, in Fall 2023, the programs goals are: ▪ Collect data from current and former SCCCD mentors and interns ▪ Develop Mentor Training Program ▪ Feedback from practitioners, ex. Project MATCH, TIES, etc. ▪ Recruitment opportunities (Getting List from HR) ▪ Recruit Mentors	Internship program effectiveness is measured by total number of intern applicants and total number of participants who successfully complete the program in the initiation of the program. Subsequent years, the rate of hire of interns who have completed the program will inform effectiveness. **Potential outcomes for the interns** ○ **Skill Development:** ▪ Acquire or improve teaching methodologies suitable for community college students. ▪ Enhance their understanding of course design, assessment, and curriculum development. ▪ Learn the operational requirements of an

		By Y2, the goals of the internship program are: - Recruit and Train Mentors - Finalize Pilot Training Program modules and activities - Begin recruiting participants - Recruitment opportunities (Getting List from HR) By Y3, the internship program will begin.	instructor of record in the State Center Community College District. - Develop cognitive, communicative, and relational abilities related to classroom management, especially when working in diverse environments. o **Professional Growth:** - Expand their professional network with faculty, staff, administration, and community college professionals. - Acquire insights, experiences, and strategies through mentorship from senior faculty. - Engage in professional development opportunities, enhancing their knowledge of community college systems. o **Cultural Competency:** - Enhance their understanding of the diverse needs, challenges, and strengths of community college students. - Gain knowledge through diversity, equity, and inclusion training tailored to the demographics of the community, District, college, and/or program, as appropriate. - Learn about various cultural backgrounds, fostering an inclusive teaching environment. o **Academic Enhancement:**

			▪ Gain knowledge from current research, teaching resources, and innovative pedagogical practices. ▪ Refine their teaching through feedback, enhancing their understanding of effective pedagogy. ▪ Contribute to or initiate academic projects, broadening their knowledge in best practices. o **Career Path Clarity:** ▪ Expand their understanding of roles, responsibilities, and expectations of community college faculty. ▪ Gain insights into aligning personal and professional goals with a career in community college education. ▪ Build evidence of their teaching capabilities, adding to their academic and professional portfolio. o **Community Engagement:** ▪ Learn about local community dynamics, linking the college to local communities and organizations. ▪ Bridge academic and industry knowledge as appropriate, enhancing real-world relevance in teaching. ▪ Discuss opportunities for contributing to community initiatives, expanding their understanding of local challenges and solutions. o **Feedback Mechanism:**

			▪ Contribute to the FIT Program's continuous evolution and refinement through intentional feedback opportunities. ▪ Provide new perspectives on curriculum and pedagogy, based on their diverse experiences. o **Personal Growth:** ▪ Gain confidence and self-awareness about their teaching persona and classroom efficacy. ▪ Refine their self-assessment and reflection abilities, fostering personal growth. ▪ Learn adaptability and resilience in a dynamic and diverse academic environment. o **Collaboration and Teamwork:** ▪ Gain knowledge from interdisciplinary collaborations with faculty across departments. ▪ Learn about the holistic experience of community college students by working with student services, counseling, and other departments. **KSA's related to teaching in a culturally relevant manner** o **Knowledge:** ▪ **Understanding of Diverse Cultures:** Knowledge of

			different cultural norms, values, and perspectives, including their historical contexts and the influences and cultural wealth they bring to the classroom. ▪ **Pedagogical Approaches:** Awareness of a range of teaching methods that are effective across diverse student populations, taking into account varying learning styles and backgrounds. ▪ **Societal Structures:** Familiarity with social, political, and economic systems and how they influence and sometimes marginalize certain cultural groups. ▪ **Cultural Self-awareness:** Recognition of one's own cultural biases, stereotypes, and prejudices and how they impact teaching and learning. ▪ **Current Research:** Knowledge of the latest findings in multicultural education, culturally responsive teaching, and diversity in education. o **Skills:** ▪ **Adaptable Communication:** Ability to adjust communication styles to be understood by all students, regardless of their cultural background. ▪ **Curriculum Integration:** Skill in integrating diverse

			perspectives and culturally relevant themes into the delivery of curriculum, including lesson plans, lectures, assignments, and discussions. ▪ **Empathetic Listening:** Ability to actively listen to students, fostering an environment where they feel seen, heard, valued, and respected. ▪ **Classroom Management:** Skill in fostering an inclusive classroom environment where all students feel safe and respected, and where disruptive behaviors rooted in prejudice or misunderstanding are addressed effectively. ▪ **Feedback and Assessment:** Ability to provide feedback and assess student work in ways that are unbiased, fair, and culturally sensitive. o **Abilities:** ▪ **Cultural Sensitivity:** Ability to recognize, appreciate, and respond to differences in students' cultural backgrounds, experiences, and perspectives. ▪ **Flexibility:** Ability to adapt teaching styles, techniques, and materials to meet the diverse needs of students. ▪ **Building Relationships:** Capacity to connect with students of different cultural

			backgrounds and foster a trusting educator-student relationship. ▪ **Critical Self-reflection:** Ability to regularly assess and adjust one's own teaching practices considering cultural competency goals and feedback from students and colleagues. 2. **Problem Solving:** Ability to address challenges and conflicts that arise from cultural misunderstandings or biases, seeking solutions that honor and respect all involved parties.

Plan Component 14: Persons with Disabilities
Reference CCR Title 5, §53025

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

The District Human Resources, Personnel Commission Office, and college administration are responsible for handling requests from applicants seeking accommodations. Employee requests for accommodations can be made by the employee contacting the Human Resources office and their immediate supervisor. The Human Resources Analyst (Accommodations) will facilitate the interactive discussion process between the employee and their supervisor to determine if a reasonable accommodation can be found to allow the employee to perform the essential functions of their position. Such accommodations may be paid for with funds provided pursuant to Title 5, Chapter 6, Article 3 (commencing with section 53030).

Current workforce demographics for employees who self-reported as having a disability as of February 2023 are as follows:

EEO Category	Disability	
Executive/Administrative/Managerial	4	3%
Faculty and other Instructional Staff	48	3%
Professional Non-Faculty	1	1%
Secretarial/Clerical	7	6%
Service and Maintenance	9	8%
Skilled Crafts	0	0%
Technical and Paraprofessional	3	1%
Total	72	3%

Plan Component 15: Graduate Assumption Program of Loans for Education
Reference Education §87106, 69618 et seq.

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

Appendix A

SCCCD EEO Advisory Committee as of September 25, 2023			
Location	Representation on Committee	Name	Title
Clovis Community College	Administration	Marco De La Garza	Vice President, Student Services
	Academic	Carla Stoner-Brito	Counselor
	Classified	Leslie King	Executive Assistant
	Equity	Gurdeep Sihota-He'Bert	Dean, Student Services
District Office	Vice Chancellor, Human Resources	Julianna Mosier	Vice Chancellor, Human Resources
	Director, Classified Personnel	Samerah Campbell	District Director, Personnel Commission & Classified Employment
	Director, Human Resources	Sandi Edwards	District Director, Human Resources
	Equal Employment Opportunity, Diversity and Staff Development Manager	Christine Phillips	District Director, EEO/Diversity & Professional Development
District Wide	Administrator	Dr. Robert Frost	(Interim) Vice Chancellor, Educational Services and Institutional Effectiveness
	Student Representative	Isabella Perez / Annie Nguyen	Student at Reedley College / Student at Clovis Community College
	CSEA Representative	Zachary Shaath	Budget Technician
	Part-Time Faculty Representative	Alex Taylor	Photography Adjunct Lecturer
	POA Representative	Robert Kifer	SCCCD Police Sergeant
	SCFT President/Faculty Representative	Keith Ford	Instructor - English (FCC)
	Institutional Research	(VACANT)	
Fresno City College	Administration	Dr. Donna Cooper	Dean of Instruction, Student Success & Learning, FCC Library
	Academic	Karla Kirk	African American Studies Instructor
	Classified	(VACANT)	
	Equity	Dr. Ray Ramirez	Director, Student Equity & Success
Madera Community College (includes OCCC)	Administration	Dr. Lucia Robles	VP of Educational Services
	Academic	Maia Gonzalez	Librarian
	Classified	Deisy Ruiz	Job Developer
	Equity	(VACANT)	
Reedley College	Administration	Juan Bedolla	Dean
	Academic	Heather Paul	–Reading Instructor
	Classified	Erick Kroll	Assessment Technician
	Equity	Darnell Harris	Assessment Coordinator

Appendix B

Resources

Item	Link
EEO Plan Violation Complaint Form	https://www.scccd.edu/_uploaded-files/documents/about/complaint_package.pdf
AR 3434 – Responding to Harassment Based on Sex Under Title IX	http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=CE6VPK81B82E
AR 3435 – Discrimination and Harassment Complaints	http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=CECTQ27869AB
AR 7120 – Procedures for Recruitment and Employment of College Faculty	http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK5R4E8B00
AR 7121 – Procedures for Recruitment and Employment of First-Time Part-Time Faculty	http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK5S4E8B08
AR 7220 – Administrative Recruitment and Hiring Procedures	http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXK944E8D45
AR 7230 – Classified Employees	http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=BANR4N653F69
BP 3410 - Nondiscrimination	http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=B6P2NL7FE20D
BP 3420 – Equal Employment Opportunity	http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=B6P2RA812FD2
BP 3430 – Prohibition of Harassment	http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AWSVQY640D6A
BP 3433 – Prohibition of Sexual	http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=BWK2PL03294A

Harassment Under Title IX	
BP 7100 – Commitment to Diversity	**http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=B6P2YV0223D4**
BP 7120 – Recruitment and Hiring	**http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXJWA4E85E8**
BP 7220 – Simultaneous Employment	**http://go.boarddocs.com/ca/scccd/Board.nsf/goto?open&id=AHXJWG4E8605**
SCCCD Justice, Equity, Diversity and Equal Employment Opportunities site	**https://www.scccd.edu/about/diversity-equal-employment-opportunity-and-non-discrimination.html**
FCC Equity	**https://www.fresnocitycollege.edu/faculty-and-staff/resource-guide/student-equity.html**
RC Equity	**https://www.reedleycollege.edu/landing/racial-equity-and-anti-racism.html**
CCC Equity	**https://www.clioviscollege.edu/campus-life/diversity-equity-inclusion.html**

Appendix C

Affinity Groups

LOCATION	GROUP	CONTACTS		
CCC	Employees of Color Association (EOCA)	Von Torres & Stephanie Briones	No logo or website	"The Employees of Color Association (EOCA) at Clovis Community College is a community of administrators, classified staff, and faculty of color. We connect and facilitate intercultural dialogue, share our experiences, and learn from others. Throughout the year we discuss opportunities for equity, diversity, and inclusion alongside supporting one another by promoting and attending events. We aim to create spaces that have critical conversations and cultivate joy."
FCC	Asian American Faculty & Staff Association (AAFAS)	Ia Ka Xiong	Asian American Faculty and Staff Association | Fresno City College	
FCC	African American Faculty & Staff Association (AAFSA)	Dr. Arrie Smith AAFSAfcc@gmail.com	African American Faculty and Staff Association | Fresno City College	

FCC	Latino Faculty & Staff Association (LFSA)	Dr. Angelica Gil fcclatino@fresnocitycollege.edu	Latino Faculty and Staff Association | Fresno City College	
FCC	Native American Faculty & Staff Association	Bernard Navarro		No group formed yet, plans to re-visit.
FCC	Rainbow Alliance Faculty & Staff Association	Virginia Beamer, Jennifer Lewallen alliedsfa@fresnocitycollege.edu	Allied Staff and Rainbow Alliance Faculty & Staff Association | Fresno City College	
RC	Black Faculty & Staff Association	Dr. Samuel Morgan		
RC	Latino Faculty & Staff Association	Mario Alvarado		
RC	Asian Pacific Islander Faculty Staff Association (APIFSA)	Tony Tran		
MCC	Latino Faculty & Staff Association	Elizabeth Mosqueda		

Appendix D

Procedures for Calculating Availability Data

Calculating Classified Composite Availability

1. Collect data from the US Census [2014-2018 EEO Tables | American Community Survey | U.S. Census Bureau](#)
   a. FRESNO METRO AREA: Select table for: "detailed census occupation by sex and race/ethnicity", "EEO-ALL01R/ALL01RC for residence geography"
      i. Select "Metropolitan/Micropolitan Statistical Area", enter "Fresno, CA Metro Area" in "Type/Select an MSA" field
      ii. Click "Get EEO Table" **[TAB1]**
   b. CALIFORNIA: Select table for: "detailed census occupation by sex and race/ethnicity", "EEO-ALL01R/ALL01RC for residence geography"
      i. Select "State" radio button
      ii. Select "California" from the drop down menu
      iii. Click "Get EEO Table" **[TAB2]**
   c. UNITED STATES: Select table for: "detailed census occupation by sex and race/ethnicity", "EEO-ALL01R/ALL01RC for residence geography"
      i. Select "Nation" radio button
      ii. Click "Get EEO Table" **[TAB3]**
   d. Collect educational attainment from: [Education (census.gov)](#)
      i. Select Educational Attainment subtopic: [Educational Attainment (census.gov)](#)
      ii. Select Educational Attainment Tables: [Educational Attainment Tables (census.gov)](#)
      iii. Select Educational Attainment in the United States: 2022 [Educational Attainment in the United States: 2022 (census.gov)](#)
      iv. Select Table 3. Detailed Years of School Completed by People 25 Years and Over by Sex, Age Groups, Race and Hispanic Origin: 2022 (a table will download/open) **[TAB4]**
2. Collect student demographics from SCCCD IR: [https://www.scccd.edu/departments/educational-services-and-institutional-effectiveness/research-and-institutional-effectiveness/index.html](#) **[TAB5]**
3. Collect demographics for classified staff
   a. Go to CCCCO Data Mart [California Community Colleges Chancellor's Office - Data Mart (cccco.edu)](#)
   b. Select "Faculty & Staff" tab at the top of the page: [California Community Colleges Chancellor's Office - Data Mart (cccco.edu)](#)
   c. Select "Faculty & Staff Demographics Report" option on the right of the page: [California Community Colleges Chancellor's Office - Data Mart (cccco.edu)](#)

d. Select "Districtwide Search", "State Center CCD" and the most recent term from drop down menus and then "View Report" button.

Faculty & Staff Demographics Report - Parameter Selection Area

Select State-District-College: Districtwide Search
Select District-College: State Center CCD
Select Term: Fall 2022 Employee

[View Report]

Please note: The Chancellor's Office provides access to the DataMart primarily to assist colleges for state and system accountability purposes. Statewide results for the most recent term should not be considered complete until all districts have submitted data.

e. Select "Gender" and "Ethnicity" report format and click "update report" button (you can export the data to an excel or CSV file) **[TAB 6 & TAB7]**

Export To ->   ◉ Excel ○ CSV ○ Text   Records Per Page: 10   ◉ Simple Layout ○ Advanced Layout

Faculty & Staff Demographics Report - Data & Format Area

Report Area

Faculty & Staff Demographics		
	Fall 2022 Employee	
	Employee Count	Employee Count (%)
⊟ State Center CCD Total	2,429	100.00 %
Educational Administrator	81	3.33 %
Academic, Tenured/Tenure Track	613	25.24 %
Academic, Temporary	1,016	41.83 %
Classified	719	29.60 %

Report Format Selection Area - Check field to include in the report

☑ District Name   ☐ College Name (Primary Location)   ☑ Gender   ☐ Age Group   ☑ Ethnicity   [Update Report]

4. CALCULATE THE COMPOSITE AVAILABILITY: plug in the data from the tables in TABS 1-7 into the demographic categories (ethnicity/gender) and apply weights. **[TAB8]**

    a. To calculate the composite availability, take (race category x weight) and add each data source. EX: (Hispanic Students x weight) + (Hispanic in Fresno x weight) + (Hispanic statewide x weight)+(Hispanic in US x weight)+(Hispanic x educational attainment). Sum is the composite availability.

Calculating Faculty Composite Availability

1. Collect data from the US Census [2014-2018 EEO Tables | American Community Survey | U.S. Census Bureau](...)
    a. FRESNO METRO AREA: Select table for: "detailed census occupation by sex and race/ethnicity", "EEO-ALL01R/ALL01RC for residence geography"
        i. Select "Metropolitan/Micropolitan Statistical Area", enter "Fresno, CA Metro Area" in "Type/Select an MSA" field
        ii. Click "Get EEO Table" **[TAB1]**
        iii. Filter "Quick Search" by postsecondary teachers"
    b. CALIFORNIA: Select table for: "detailed census occupation by sex and race/ethnicity", "EEO-ALL01R/ALL01RC for residence geography"
        i. Select "State" radio button
        ii. Select "California" from the drop down menu
        iii. Click "Get EEO Table" **[TAB2]**
        iv. Filter "Quick Search" by postsecondary teachers"
    c. UNITED STATES: Select table for: "detailed census occupation by sex and race/ethnicity", "EEO-ALL01R/ALL01RC for residence geography"
        i. Select "Nation" radio button
        ii. Click "Get EEO Table" **[TAB3]**
        iii. Filter "Quick Search" by postsecondary teachers"
    d. Collect educational attainment from: [Education (census.gov)](...)
        i. Select Educational Attainment subtopic: [Educational Attainment (census.gov)](...)
        ii. Select Educational Attainment Tables: [Educational Attainment Tables (census.gov)](...)
        iii. Select Educational Attainment in the United States: 2022 [Educational Attainment in the United States: 2022 (census.gov)](...)
        iv. Select Table 3. Detailed Years of School Completed by People 25 Years and Over by Sex, Age Groups, Race and Hispanic Origin: 2022 (a table will download/open) [TAB4]. Use data for Masters/Professional/Doctorate degrees.
2. Collect student demographics from SCCCD IR: https://www.scccd.edu/departments/educational-services-and-institutional-effectiveness/research-and-institutional-effectiveness/index.html
3. Collect demographics for classified staff
    a. Go to CCCCO Data Mart [California Community Colleges Chancellor's Office - Data Mart (cccco.edu)](...)
    b. Select "Faculty & Staff" tab at the top of the page: [California Community Colleges Chancellor's Office - Data Mart (cccco.edu)](...)
    c. Select "Faculty & Staff Demographics Report" option on the right of the page: [California Community Colleges Chancellor's Office - Data Mart (cccco.edu)](...)
    d. Select "Districtwide Search", "State Center CCD" and the most recent term from drop down menus and then "View Report" button.
    e. Select "Gender" and "Ethnicity" report format and click "update report" button (you can export the data to an excel or CSV file) **[TAB6 & TAB7]**

4. CALCULATE THE COMPOSITE AVAILABILITY: plug in the data from the tables in TABS 1-7 into the demographic categories (ethnicity/gender) and apply weights. **[TAB8]**
    a. To calculate the composite availability, take (race category x weight) and add each data source. EX: (Hispanic Students x weight) + (Hispanic in Fresno x weight) + (Hispanic statewide x weight)+(Hispanic in US x weight)+(Hispanic x educational attainment). Sum is the composite availability.

Calculating Management Composite Availability

1. Collect data from the US Census [2014-2018 EEO Tables | American Community Survey | U.S. Census Bureau](#)
    a. FRESNO METRO AREA: Select table for: "detailed census occupation by sex and race/ethnicity", "EEO-ALL01R/ALL01RC for residence geography"
        i. Select "Metropolitan/Micropolitan Statistical Area", enter "Fresno, CA Metro Area" in "Type/Select an MSA" field
        ii. Click "Get EEO Table" **[TAB1]**
    b. CALIFORNIA: Select table for: "detailed census occupation by sex and race/ethnicity", "EEO-ALL01R/ALL01RC for residence geography"
        i. Select "State" radio button
        ii. Select "California" from the drop down menu
        iii. Click "Get EEO Table" **[TAB2]**
    c. UNITED STATES: Select table for: "detailed census occupation by sex and race/ethnicity", "EEO-ALL01R/ALL01RC for residence geography"
        i. Select "Nation" radio button
        ii. Click "Get EEO Table" **[TAB3]**
    d. Collect educational attainment from: [Education (census.gov)](#)
        i. Select Educational Attainment subtopic: [Educational Attainment (census.gov)](#)
        ii. Select Educational Attainment Tables: [Educational Attainment Tables (census.gov)](#)
        iii. Select Educational Attainment in the United States: 2022 [Educational Attainment in the United States: 2022 (census.gov)](#)
        iv. Select Table 3. Detailed Years of School Completed by People 25 Years and Over by Sex, Age Groups, Race and Hispanic Origin: 2022 (a table will download/open) **[TAB4]** Use data for Bachelors/Masters/Professional/Doctorate degrees.
2. Collect student demographics from SCCCD IR: https://www.scccd.edu/departments/educational-services-and-institutional-effectiveness/research-and-institutional-effectiveness/index.html
3. Collect demographics for management staff
    a. SCCCD Report Manager in the employee portal
    b. Select "Human Resources and Payroll" folder
    c. Select "Employee Demographics" report
    d. Filter for "CEM" for Certificated Management and "CLM" for Classified Management in the "POS TYPE" field and then select "View Report"
    e. You can expand the fields and export the data to an excel or CSV file **[TAB6]**
4. CALCULATE THE COMPOSITE AVAILABILITY: plug in the data from the tables in TABS 1-7 into the demographic categories (ethnicity/gender) and apply weights. **[TAB7]**
    a. To calculate the composite availability, take (race category x weight) and add each data source. EX: (Hispanic Students x weight) + (Hispanic in Fresno x weight) + (Hispanic statewide x weight)+(Hispanic in US x weight)+(Hispanic x educational attainment). Sum is the composite availability.

Calculating Shortfall Data [TAB9]

1. Collect employee demographics from SCCCD for shortfall calculation [TAB6, TAB7]
2. Plug in availability totals from TAB8
3. 80% rule estimates standard degree of difference between workforce & availability data.
4. Standard deviation calculated by taking the square root of the variance divided by the size of the group