

BP 1300 Diversity Policy

**References: Title V Sections 53003; 53004, 53201; 53204; 53206; 53000; 51010
(See attached paper for references)**

The Board of Trustees is committed to equality, values the diversity of the District's students, faculty, staff, and people with whom it does business, and believes in the importance of a multicultural education to prepare students for a global society.

The Board in its commitment to Diversity has adopted the following: Definition of Diversity, Diversity Statement, Principles of Community, and Diversity Framework for Institutional Transformation and Cultural Competency.

Definition of Diversity

The fact or quality of being diverse; difference;¹ as such Diversity includes, but is not limited to, ethnicity², color, language, accent, immigration status, ancestry, national origin, age, gender, religion or spirituality, sexual orientation, transgender, marital status, socioeconomic status, veteran status, and physical or mental disability.³

Diversity Statement

The Yuba Community College District service area has a richly diverse population, spanning eight counties (Yuba, Sutter, Colusa, Lake, Yolo, and portions of Butte, Glenn and Placer) and nearly 4,200 square miles of territory in rural Northern California. The District recognizes, embraces, and celebrates the wide array of personal experiences, values, and worldviews that arise from differences of culture and circumstances within its vast educational borders.

The District has a compelling interest in fostering the multi-cultural knowledge, awareness, and skills necessary for its student-body and workforce to contribute to its vision. The awareness that the District's campuses are accessible to students from all groups, and thus serve all parts of the community equitably, helps sustain the academic and social fabric of the District.

Diversity is an integral part of the District's academic mission as it enriches the educational experiences and scholarly environment for all students. An interactive classroom that enhances diversity of thought and critical thinking across the curriculum will effectively prepare students for the complex and pluralistic world. The District strives to foster an open exchange of ideas in an environment that provides role models and exemplifies the values of integrity, civility, mutual respect, and social justice in all of its activities.

The Yuba Community College District is committed to providing fair and equitable opportunities to students, employees, and the community through its recruitment, admission, and retention

¹ The American Heritage® Dictionary of the English Language: Fourth Edition. 2000.

² The word "race" is omitted from the definition characteristics of diversity for it is a social construct as there is only one race, the human race. The word "race" has been supplanted with the word "ethnicity," Which is a more appropriate description of an individual's ethnic makeup.

³ As defined by the Yuba Community College District Project Team, 2009.

programs. Therefore, the District promotes diversity through innovative, positive academic experiences while shaping the leaders of tomorrow.

Principles of Community

The Yuba Community College District (YCCD) is committed to promoting and ensuring an environment that values and supports every person in an atmosphere of civility, honesty, cooperation, professionalism and fairness. Diversity is essential to the creativity and innovation that we seek on our campuses, throughout the District, and in the communities.

YCCD expects that every campus member will practice these Principles of Community:

- We value intellectual and cultural diversity, open communication, collegiality, collaboration, mutual respect, personal integrity, and responsible citizenship.
- We affirm the dignity of all individuals and strive to uphold a just community in which actions of discrimination and hate are not tolerated.
- We affirm the right of freedom of expression within our community and also affirm our commitment to the highest standards of civility and decency towards all.
- We acknowledge that our society carries historical and divisive biases, and therefore, we will endeavor to foster mutual understanding and appreciation among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflicts.
- We confront and reject all manifestations of discrimination, including those based on ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside of the District, or any of the other differences among people which have been excuses for misunderstanding, dissension, or hatred.
- We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

Diversity Framework for Institutional Transformation and Cultural Competency

- 1 Develop vision statements that incorporate the values of human dignity, equity, and community.
- 2 Embrace diversity and institutional transformation in a broad and comprehensive manner, which responds to changing demographics in our community and to the needs of underrepresented and/or disenfranchised groups.
- 3 Conduct a critical review of practices that limit access and success.
- 4 Recruit and retain faculty, staff, administrators, and students of diverse backgrounds.⁴

⁴ Recruitment practices shall be consistent with California's Proposition 209.

- 5 Communicate across cultures and facilitate communication among diverse groups.
- 6 Create opportunities for individuals to build cross-cultural relationships with others who think and believe differently.
- 7 Incorporate development activities and mentoring with the major purpose of increasing the awareness and understanding of diverse populations and developing multicultural skills.
- 8 Encourage, support, and recognize participation in community events, programs, and service organizations.
- 9 Provide strong, ongoing, and visible leadership, support, and resources for diversity efforts (e.g., developing cultural competency, diversity education and training).
- 10 Develop a comprehensive accountability system to support the District's commitment to diversity.

The Chancellor shall establish administrative procedures which outline the District's Diversity Framework and Goals, direct the colleges to establish individual college Diversity Plans, and integrate diversity into the Institutional Effectiveness Model's review process.

See Administrative Procedure 1300 – Under development; will be available May 2009

Adopted: March 11, 2009