

YUBA COMMUNITY COLLEGE DISTRICT

The background of the entire page is an abstract, textured composition. It features a mix of bright colors including yellow, orange, red, and blue, which are splattered and blended together. The overall effect is dynamic and energetic, with darker, almost black, areas interspersed among the brighter colors.

EQUAL EMPLOYMENT OPPORTUNITY PLAN 2021-2024

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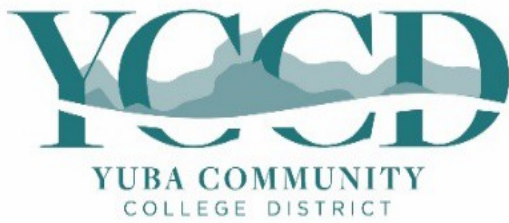


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I. INTRODUCTION AND WELCOME

Yuba Community College District (YCCD) is committed to diversity, equity, and inclusion. YCCD 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.

So begins our District's newly updated Board Policy on Commitment to Diversity, Equity, and Inclusion (BP 1300), except that the Board has named its own commitment as a governing body right up front, signaling its seriousness in this endeavor, and its priority to ensure that anyone representing the District practice these principles and infuse them into the work of the District. The District is vast, spanning 4,200 square miles of the greater Sacramento region and rural northern California and spans across eight counties. It includes sparsely populated rural and natural areas, small and medium-sized towns, agricultural communities, and more densely populated urban areas closer to our state's capital. As one of the larger employers in the region, the District, through its colleges and campus centers offers opportunities for all, and provides a welcoming, supportive, productive environment in which to learn or work.

The California Community College System has long required its component members to follow principles of equal employment opportunity for employees and equality of access for students. To exhibit the commitment to equal employment opportunity, each District has been required to adopt an Equal Employment Opportunity Plan (EEO Plan) that contains certain specified promises, and to update it at least every three years. Yuba has done so. But, as our System's commitment to student success has intensified, with new requirements for each District to commit to tangible components of success, backed by a funding formula that rewards it, the System also has been moved by the realization that the two endeavors--providing equal employment opportunity and helping students achieve success—are not two separate projects. Rather, they are inextricably linked, with the diversity of faculty and staff being a key driver of student success.

With the power of all constituent groups working together to focus on the System's Vision for Success, and to tie all goals and activities to that focus, the District has focused its EEO Plan likewise. You will see in this plan that the District has focused on collaborative and partnership activities, based on research, and involving all groups and individuals who work or learn at a District facility. In particular, the District's plan of activities, contained in Appendix G, shows that Yuba's EEO Plan is a plan of action, tied to the California Community Colleges Chancellor's Office's Vision for Success commitments, strategies, and activities. For each activity, we have identified the responsible parties, their collaboration partners, the deliverables, and the anticipated due date for the work. The mapping of the commitments, strategies, and activities was done by the statewide Diversity, Equity, and Inclusion (DEI) Integration Task Force, and is included as an attachment to its Task Force Report of 2020. The assignment of the activities to certain groups at YCCD with a timeline for action, was decided by the District's Inclusivity, Diversity, and Equity Anti-Racist Committee, IDEA. The work will involve all stakeholders and will benefit from collaborations and resources made available from across the state. This work, focused entirely on student success, has the power to be truly transformational.

Welcome to the District!

II. POLICY STATEMENT

(5 CCR section 53002)

The Yuba Community College District is committed to the principles of diversity, equity, and inclusion, and recognizes that these commitments can be key drivers of student success. In its [Board Policy 7100 Commitment to Diversity](#), this policy is stated:

The Yuba Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates.

In February 2021, the Board strengthened and broadened its commitment by adopting [Board Policy 1300 Commitment to Diversity, Equity, and Inclusion](#). That policy begins:

The Board of Trustees is committed to diversity, equity, and inclusion, 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 Yuba Community College District and Board of Trustees is committed to ensuring our Educational Master Plans, Student Success, Title 5, and Student Equity plans are intentional, institutional, transformational, and rooted in access to equitable outcomes for all students. The District and Board of Trustees work to close the obligation gap in access and success for underrepresented student groups. We will know that we have closed the obligation gap when disparities in access and outcomes for underserved students are eliminated.

After defining the key terms of "diversity," "equity," and "inclusion," the policy goes on to state:

The Yuba Community College District serves a richly diverse population across its eight counties (Yuba, Sutter, Colusa, Lake, Yolo, and portions of Butte, Glenn, and Placer) that span from the greater Sacramento region to rural Northern California. The District respects, embraces, and celebrates the diverse personal experiences, values, and world views of the residents and students from the various cultures within YCCD's vast educational borders.

The District's commitment to Diversity, Equity, and Inclusion is integral to the District's academic mission as it enriches the educational experiences and scholarly environment for all students. Anchored in a culture of evidence, the Yuba Community College District pursues diversity, equity, and inclusion through a culture of inquiry and data-informed decision-making in the classroom and across campus areas. The Board of Trustees and District are committed to developing interventions based upon robust data collection and following through on new ideas with inquiry into the success of their implementation.

The Board of Trustees and the District have a compelling interest in ensuring the equal educational opportunity for all students. The Yuba Community College District embraces diversity among students, faculty, staff, and the communities served fostering the multi-cultural knowledge, awareness, and skills necessary for its student-body and workforce to contribute to its vision. Embracing diversity means that

we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. The Board of Trustees and District's commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and positive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

The Board of Trustees and the Yuba Community College District are committed to employing qualified diversity-, equity-, and inclusion-minded administrators, faculty, and staff members who are dedicated to student success. The District will support professional development opportunities related to diversity, equity, and inclusion. The Board of Trustees recognizes that diversity, equity, and inclusion in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The District supports the goals of diversity, equity, and inclusion and provides equal opportunity for all qualified candidates.

This EEO Plan, and our two colleges' diversity/equity plans, are among the tools that the District will use to establish goals and track progress toward them.

III. DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE

(5 CCR sections §53003(c)(1) and §53020)

It is the goal of the District that all employees promote and support equal employment opportunity, because it requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

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

Chief Executive Officer: The Governing Board delegates to the Chief Executive Officer, the Chancellor of the District, the responsibility for ongoing implementation of this Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chief Executive Officer shall advise the Governing Board 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 Chief Executive Officer shall evaluate the performance of all administrative staff who report directly to him or her on their ability to follow and implement the Plan.

Equal Employment Opportunity Officer: The District has designated the Associate Vice Chancellor of Human Resources/Associate Vice Chancellor-Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing, and monitoring this Plan and for assuring compliance with the requirements of Title 5, sections §53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving complaints described in [section VIII](#) of this document and for ensuring that applicant pools and selection procedures are properly monitored.

Equal Employment Opportunity Advisory Committee: The District will establish an Equal Employment Opportunity Advisory Committee to act as an advisory body to the Equal Employment Opportunity Officer and the District to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee, named the Inclusivity, Diversity, and Equity Awareness Committee (IDEA), shall assist in the review, update, and implementation of this Plan in conformance with state and federal regulations and guidelines; assist in monitoring equal employment opportunity progress; and provide suggestions for Plan revisions as appropriate.

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

Good Faith Effort: The District shall make a continuous good faith effort to comply with all the requirements of this Plan. A good faith effort includes having regular meetings of the EEO Advisory/IDEA Committee, regularly compiling and reviewing employee data, sharing those data with constituent groups, and updating goals of the plan based on data and progress.

IV. EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE / INCLUSIVITY, DIVERSITY, AND EQUITY AWARENESS (IDEA) COMMITTEE

(5 CCR section §53005)

The Yuba Community College District has established a district-wide equal employment opportunity advisory committee called IDEA, as in “the big idea.” Standing for “Inclusivity, Diversity, and Equity Awareness”. IDEA is intentionally designed to refocus equal employment opportunity activity and requirements into a broader context of the District’s commitment to diversity, equity, and inclusivity, knowing that this broader focus aligns with its commitment to student success.

This advisory committee has both a leadership role and a supportive role within the District and vis-à-vis the separate college committees organized to promote diversity, equity, and inclusion. IDEA will assist the District in implementing its EEO Plan and will assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures.

The committee may work with other District and college groups to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, cultural awareness, and diversity.

The committee should include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. The committee shall comprise at least (a) two to four faculty representatives appointed by the Academic Senates, (b) two to four classified representatives divided among the colleges and the district office, (c) the Associate Vice Chancellor-HR/Equal Employment Officer, (d) other managers and confidential staff, and (e) a vice president from each college. Additional members committed to the work of the committee will be encouraged to join. In the 2020-2021 academic year, the committee was led by tri-chairs—vice presidents of student services from each college and the Associate Vice Chancellor-HR from the District Office. Its charter document is included as Appendix B. Appointments to the committee shall follow the principals of shared governance and include bargaining unit members from the classified unit whenever possible. A member from each college’s diversity, equity,

and inclusion committee should be included in the District EEO Advisory Committee to fully coordinate efforts.

The Equal Employment Opportunity Advisory Committee will hold meetings monthly during the academic year, and never less than quarterly. Additional meetings will be scheduled as needed to review EEO and diversity efforts, programs, policies, and progress.

The EEO Officer shall train or otherwise provide training to the advisory committee on equal employment compliance and on the Plan itself. The committee shall receive training in the following:

- the requirements of this subchapter and of state and federal nondiscrimination laws
- identification and elimination of bias in hiring
- the educational benefits of workforce diversity, and
- the role of the advisory committee in carrying out the District's EEO plan.

The EEO Advisory Committee shall make recommendations to the EEO Officer, the District Chancellor, and to the governing board, through the District Consultation and Coordination Council (DC3).

V. NOTIFICATION TO DISTRICT EMPLOYEES

(5 CCR section §53003(c)(3))

The commitment of the Governing Board and the Chief Executive Officer to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and this Plan. The policy statement will be printed in college catalogs and class schedules. This Plan and subsequent revisions will be distributed to the District's Governing Board, the Chief Executive Officer, administrators, the academic senates' leadership, union representatives, and members of the District Equal Employment Opportunity Advisory/ IDEA Committee. This Plan will be available on the District's website, and when appropriate, may be distributed by e-mail.

Each year, the District Office will provide all employees with a copy of the Governing Board's Equal Employment Opportunity Policy Statements (located in section II. of this Plan) and email notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The Office of Human Resources will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring this Plan's implementation. ([See Appendix C](#))

VI. ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS

(5 CCR section §53003(c)(5))

The Equal Employment Opportunity Officer will provide annual email notice concerning this Plan to appropriate community-based and professional organizations that the District believes may positively impact and support the District's efforts to increase diversity and inclusion. The notice will inform these organizations of the Plan's key components, provide a link to the Plan, provide a link to the employment recruitment website where the District advertises its job openings, and contact information for personnel in the Human Resources Office responsible for recruitment activities. The notice also shall solicit their assistance in enhancing diversity and inclusion and identifying qualified candidates from underrepresented groups.

The District will actively seek to identify and contact institutions, organizations, and agencies that may be recruitment sources for persons who share the District's commitments to student success, especially for those in underrepresented populations. A sample notice, used in 2021, is included as Appendix D of this Plan. A list of organizations that will receive this notice is Appendix E. The list of organizations shall be reviewed by the IDEA Committee at least annually and revised as necessary to achieve sustained success in diversifying the District's workforce.

VII. TRAINING FOR SCREENING/SELECTION COMMITTEES

(5 CCR section §53003(c)(4))

Any organization or individual, whether or not an employee of the District, involved in the recruitment, screening, and/or selection of personnel shall receive appropriate training on the requirements of Title 5 regulations on equal employment opportunity (sections §53000 et seq.); the District's goals, mission, and values with respect to diversity, equity, and inclusion; the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; and principles of diversity, equity, inclusion, cultural proficiency, and the value of a diverse workforce.

Persons serving in the above capacities will be required to receive training prior to service, as well as refresher training every 24 months provided by the Human Resources Office. These trainings are mandatory. Individuals who have not received this training will not be allowed to serve on screening or selection committees, either as a voting member or as the Equal Employment Opportunity Representative. The EEO Officer is responsible for coordinating this training.

VIII. COMPLAINTS

(5 CCR sections §53003(c)(2) and §53026)

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (5 CCR section §53026):

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

Complaints alleging violations of this Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the State Chancellor's Office, the decision of the District in complaints pursuant to Title 5, section §53026 is final. See *California Community Colleges (CCC) Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Office-of-the-General-Counsel/Legal-Resources/x_Min_Cond_Complaints_pdf.pdf

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a district statement of the reason for returning the complaint without action.

The complaint shall be filed with the Equal Employment Opportunity Officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the chief executive officer of the district. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The District may invoke a 45-day extension if it is not practicable to conclude the determination within 90 days and will provide the complainant with a written notice to such effect, along with an estimated date of completion.

If a complaint filed under section §53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5, sections §59300 et seq.

The District encourages complainants to use a [form like this](#) that guides complainants to provide important information about the nature of the complaint. Complaints will be accepted using other forms and may be communicated to the EEO Officer orally.

Complaints Alleging Unlawful Discrimination or Harassment (5 CCR sections §59300 et seq.): The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor-Human Resources is responsible for receiving such complaints and for

coordinating their investigation in accordance with established policies. The Associate Vice Chancellor-Human Resources may delegate investigation responsibilities, as appropriate. The District's discrimination and sexual harassment complaint policies and procedures are stated in the following board policies and administrative procedures located at the District website:

<http://www.boarddocs.com/ca/yccd/board.nsf/public>.

[AP 3410- Non-discrimination](#)

[BP 3430- Prohibition of Harassment](#)

[AP 3430- Prohibition of Harassment](#)

[AP 3435- Discrimination and Harassment Investigations](#)

IX. ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL

(5 CCR sections §53003(c)(6) and §53004)

The Human Resources Office will annually monitor the District's workforce composition and employment applicant polls on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the analysis required by the Plan, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indian or Alaska Native, Asian or Pacific Islander, Black/ African American, Hispanic/Latino, and persons with disabilities.

For purposes of this analysis, applicants and employees are afforded the opportunity to voluntarily identify their race, ethnic group identification, sex, and disability status. Persons may designate as many ethnicities as they identify with but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the application materials forwarded to committees and hiring administrator(s). This survey will be done for each College in the District and the District Office. The District will annually report to the CCC Chancellor the results of its annual survey of employees. At least every three (3) years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, race, gender, and disability composition of existing staff and of those who have applied for employment in each of the job categories.

Results of the analyses will be reviewed annually by the advisory committee and submitted with the annual multiple measures updates to the Chancellor's Office. As a result of the analyses, the District may engage in broadening recruitment efforts, developing or revising staff training or revising appropriate parts of the EEO Plan.

Title 5 section §53004(a) requires reporting employees and applicants in these 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.

Due to the small numbers of employees at each college and in the District, and the District's limited resources for conducting data analysis, the District is currently using the following aggregated categories of employment:

- 1) Classified Staff
- 2) All administrators
- 3) Full-time Faculty
- 4) Part-time Faculty

The list of identified job categories will be updated to comply with any changes to the categories identified by Chancellor's Office and/or in applicable regulations. Data charts are included in [Appendix F](#).

The EEO Advisory Committee may utilize data to analyze and determine the degree of under representation and significant under representation.

DISTRICT WORK FORCE DATA AND ANALYSIS OF DEGREE OF UNDER REPRESENTATION AND SIGNIFICANT UNDER REPRESENTATION

(5 CCR section §53003(c)(7))

The Yuba Community College District comprises two colleges and three education centers. Yuba College, in Marysville, operates the Sutter County Center about 11 miles away in Yuba City. (It closed operations at Beale Air Force Base last year). Woodland Community College in Woodland also operates the Colusa County Center in Williams, and the Lake County Center in Clear Lake, which are approximately 43 and 80 miles away from the main Woodland campus. While the Woodland campus is the closest of all five sites to a major urban center—Sacramento—its two other campuses are quite remote. The District is broad, and even though its demographics are changing, every county is still majority white, with a smaller population of Latinx people than in the state overall (Only Colusa County matches the state's roughly 38% Latinx population), and a much smaller population of Black or African Americans (2.1%) than the state's population of roughly 7% Black or African American.

This analysis will look at the District's employees, and the overall demographics of the 8-county area that defines the District. Will perhaps be considered after the 2020 Census figures become available—whether it would be helpful to do the analysis college-by-college, comparing each to the part of the District that their students come from. We will first look at employee demographics from the fall of 2020, comparing it to student demographics for the same period. We also will compare it to the service area county demographic numbers for the District as a whole, using 2010 census data.

We will then look at our employee demographics at three additional data points, adding 2005, 2010, and 2015, to note the progress we have made in the context of the significant growth we experienced during that time.

Finally, we will identify the areas where our employee demographics reveal an underrepresentation or significant underrepresentation of employees of a particular ethnicity.

YCCD EMPLOYEES IN 2020

In the Fall of 2020, YCCD had 610 employees in these categories: full-time faculty (127), part-time faculty (256), classified staff (162), and managers (65) (including administrators, supervisors, and confidential staff). (See Appendix F, 2021.02.18 YCCD HR EEO Report Tables. Employees) As a group, 60.3% were white, 9.5% were Asian, 3.6% were Black or African American, 17.2% were Hispanic or Latino, 3% were "other," and 6.4% declined to state their ethnicity. At the same time, the demographics of the District's student population of 8,486 was quite different: only 30.1% were white, 14.9% were Asian, 2.6% were Black or African American, 42.2% were Hispanic or Latino, 5.7% identified with two or more ethnicities, 0.9% were "other," and 3.6% declined to state their ethnicity. (See Appendix F, 2021.02.18 YCCD HR EEO Report Tables. Student) How does that compare to the demographics of our service area? Using the 2010 census data (which will be updated next year), the service area's demographics are 58.3% white, 8.8% Asian, 2.1% Black or African American, 24.8% Hispanic or Latino, 4.9% identified with two or more ethnicities, and 1. % "other." ([See Appendix F, 2021.02.18 YCCD HR EEO Report Tables. County](#))

Using the EEOC's 80% rule as a guide, compared to the District's service area demographics, the District's overall labor force shows an underrepresentation of Hispanic or Latinx employees by only 2%. Broken down by group, though, reveals that the only two groups of employees where that underrepresentation occurs is in the two faculty groups. With 24.8% of the District service area's adult population being Latinx, we would expect to see at least 19.84% of any employee category identifying as Latinx. In our District, though, only 10.2% of faculty are Latinx, and so our data show a significant underrepresentation. No other categories of employees in monitored groups are underrepresented, compared to our service area's population. In future data collection years, though, we should address the high numbers of "unknowns" in the part-time faculty and manager groups, which could impact our data, and any interventions we might wish to adopt.

2020 Employees Category and Ethnicity								
	White	Asian/PI	Black	Latinx	Two or More	All Others	Unknown	Totals
Classified staff	82	14	5	49	0	7	5	162
%	50.6%	8.6%	3%	30.2%		4.3%	3%	
Full-time faculty	86	18	4	13	0	1	1	127
%	67.7%	14.2 %	3.1%	10.2%		1%	1%	
Part-time faculty	167	20	11	26	0	10	22	256
%	65.2%	7.8%	4.3%	10.2%		3.9%	8.6%	
Managers	33	6	2	17	0	0	7	65
%	50.8%	9.2%	3%	26.2%			10.8%	

Yellow highlights= groups that show significant underrepresentation compared to Service Area demographics

If we were to compare our employee demographics to our student demographics, though, several additional categories would be considered underrepresented, using the 80% rule: Asian employees in every group except full-time faculty, and Hispanic or Latinx in every employee category, though classified staff are closer to the 80% mark of 33.8% than any other.

In future reports, the District also will consider its tools for data collection, as it appears that the category of “two or more” ethnicities was not part of the 2020 employee data sample, though it was part of both the student and the county data, making it difficult to be confident that we have a true picture of the diversity that we represent.

YCCD EMPLOYEES OVER TIME

Appendix F contains charts of employee data over time. One set of data shows the numbers of employees in each category over time and breaks those data down by location. (See Appendix F, 2021.02.18 YCCD HR EEO Report Tables. Colleges). This could be helpful for a future project, to take a deeper look into the changes in demographics over time during a period of growth. In the decade between 2005 and 2015, for instance, the District saw rapid growth of its workforce. Woodland College’s employee numbers tripled during that period, when the college went from a campus center to a separate accredited college in 2008, near the beginning of that period. Yuba College’s faculty and staff numbers doubled during that period. For both colleges, the higher numbers were led by the increase in part-time faculty, partly associated with staffing classes taught at the centers. In the five years that followed, 2015 to 2020, faculty and staff continued to grow, but at a slower pace.

These charts are nevertheless instructive and may suggest further research. We can see, for instance, that the classified work force has not changed very much in a persistent way or trend, despite having increased in number from 47 in 2005 to 162 in 2020, representing a lot of recruitments and hires. The percentage of employees who were white started at 48.9% and rose slightly, finally dropping back down to 50.6% in 2020. The percentage of employees who were Latinx started at 34% and then dropped and plateaued at 30.2%. Asian employees have dropped from a percentage of 12.8% in 2005 to 8.6 % in 2020, while the District went from having no Black classified employees in 2005 to having a representation of 3.1% of its workforce in 2020. Full-time faculty have shown impressive changes. In 2005, 80% of the District’s 46 full-time faculty were white, and by 2020, with a total of 127 faculty, the white percentage was 67.7%, still a bit above the service area’s population. The percentage of Asian faculty has steadily risen, from 4.3% in 2005 to 14.2% in 2020. The small percentage of Black faculty has stayed just above 3% throughout this time period, and the percentage of Latinx faculty has not increased much beyond its start at 8.7% in 2005. The part-time faculty picture is not very different, despite having many more opportunities for recruitments and hires. In 2005, 71% of part-timers were white. The percentage rose to nearly 77% before falling to its current 65.2%. The percentage of faculty who are Asian, Black, and Latinx have stayed disappointingly low, with Asians around 7% throughout this time period, Blacks now up to 4.3% from 1.3% in 2005, and Latinx up only to 10.2% from 6.3% in 2005.

Because the managers numbers are so small, they are particularly sensitive to individual events, and are hard to discern patterns from, especially in these data that we used for comparisons at only 5-year intervals. The small confidential work force has consistently comprised about 50% Latinx, 30 to 40% white, and 10 to nearly 20% Asian, and the fluctuations have not been great, even though there were only 7 of them in 2005 and there were 17 in 2020. Supervisors are also a small group, going from 7 in 2005 to 17 in 2020. Fifty-seven percent of supervisors were white in 2005, and after a slight dip, is up to 58.8%

white in 2020. The percentage of Latinx employees has ranged between 12 and 18%, and the Black employees have ranged from 12.5% in 2010 to 5.9% in 2020. The wild cards here, though, are a high percentage of employees reporting two or more ethnicities in the first three report years, and a high percentage of unreported ethnicity in the last year. And finally, the managers considered administrative in these charts has shown the most fluctuation, which reflects the fairly short tenure for this group of employees who are more mobile than their classified and faculty counterparts. A clear pattern emerges, though, in the decline of the percentage of white employees from 80% in 2005 to its current 56.3% (up from a low of 42.9% in 2010). Latinx administrators rose from 20% in 2005 to 42.9% in 2010, but is now back down to 18.8%, while Asian administrators went from 14.3% in 2010 to 18.2% in 2015, but then dropped to 9.4% in 2020. Black administrators first appeared in the 2020 chart, at 3.1%. There were only 5 administrators in 2005, 11 in 2015, and 32 in 2020.

CHALLENGES AND LOOKING TO THE FUTURE

Among the District's challenges is an inconsistent history of reporting demographic data other than the required reports to the System Office, and an inconsistent practice of analyzing those data for patterns. Also, the recent turnover in the leadership of the Human Resources Office and the Institutional Effectiveness Office, has likely led to an information gap in the history of doing this type of research and analysis, even though the commitment for gathering and using data is now stronger than ever.

Much of the District is rural and remote, and the District is one of the larger employers in an 8-county area. As a steady, well-paying employer that offers high-quality benefits and permanent jobs with the promise of continued employment, there is very low turnover among employees, and it is not uncommon to recognize retiring employees for their 20-plus or 30-plus years of service. And now that we are past our rapid growth era, that means that our focus on improved recruitment efforts, even if perfectly conceived, could have only a slight impact in each year coming year in the overall composition of the workforce. Of course, there are some great benefits of having committed, experienced employees who have a deep commitment to the communities and students they serve. But it does mean that the District's employee demographics will not change drastically soon, and that it may be better served by increasing its focus on the professional development and engagement of its current employees.

X. METHODS TO ADDRESS UNDER REPRESENTATION

(5 CCR section §53003(c)(8))

The District will aggressively pursue equal employment opportunity for all individuals. That involves creating an environment that fosters cooperation, acceptance, inclusion, the free expression of ideas, and that is welcoming to males, females, and nonbinary individuals, persons with disabilities, and individuals from all ethnic, racial, religious, and other backgrounds and groups that are protected from discrimination. This process begins with the advertising of job opportunities and recruitment of potential applicants to create a diverse pool of qualified individuals from which to hire. With a diverse pool of qualified applicants from varied backgrounds and perspectives, the District has the best chance to create the workforce necessary for its diverse students to achieve success and thrive in our institutions. These equal employment opportunity provisions 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 sections §87102(a) and §87482.6.

To address any identified under representation of monitored groups pursuant to the Plan, the District will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth whether or not underrepresentation exists because the provisions are also valuable in ensuring equal employment opportunity. The District's Recruitment and Hiring Procedures will be revised to include in its section on recruitment the following provisions:

Recruitment: The District will use a combination of recruitment sources that provide the best opportunity to attract a diverse pool of candidates. The District's Equal Employment Opportunity Advisory / IDEA Committee is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. All job announcements will state that the District is an "Equal Employment Opportunity Employer." The District will include in the recruitment section of its Recruitment and Hiring Procedures the following provisions:

Recruitment for all open positions may include but not be limited to placement of job announcements in the following instruments:

- General circulation newspapers, general circulation publications, general market radio and television stations, and electronic media, including social media.
- Local and regional community newspapers.
- Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
- Publications, including electronic media, that are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience comprises groups found to be underrepresented in the District's workforce.
- Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged, as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce.
- Publications, journals, and websites that focus on diversity issues or a particular group of candidates often underrepresented in the workforce. These could include Hispanics in Higher Ed, Blacks in Higher Ed, Veterans in Higher Ed, Asians in Higher Ed, LGBT in Higher Ed, Women in Higher Ed, Native Americans in Higher Ed, and Diversity in Higher Ed website.

Recruitment for Hard to Hire Areas / Disciplines: The District will continue to explore options for increasing the applicant pools for hard to hire areas and disciplines. These include making it easier to complete the interview process, by continuing to allow, post-pandemic, that interviewees interview by Skype or Zoom; exploring offering a travel and lodging stipend for those hard to hire areas that require in-person interviews and skills assessments; searching out partnerships with local business, industry, and higher education institutions for job-sharing or donated faculty positions; considering providing a relocation stipend for administrator and faculty candidates moving into the District from a great distance; considering allowing certain employee positions to work remotely to expand the geographic area from which we can recruit and attract candidates.

A. Job Announcements: Job announcements will clearly state job specifications setting forth the knowledge, skills, and abilities necessary to perform the job. For all positions, job requirements will include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize will be reviewed by the Equal Employment Opportunity Officer before the position is announced, to ensure conformity with equal employment opportunity regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an “Equal Employment Opportunity Employer” or similar words to that effect.

B. Review of Initial and Qualified Applicant Pools:

Initial applicant pools will be reviewed by the HR Office for projected representation of underrepresented groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no underrepresented group is adversely impacted by any part of the selection process. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee. The pool's demographic information on the applicant survey will not be provided to the committee to ensure that all applicants are considered fairly. The District's recruitment and hiring procedures will include the following provisions:

- The application for employment will provide each applicant an opportunity to voluntarily identify his/her/their gender, ethnic group identification, and, if applicable, disability. This information will be kept confidential and used only in research, validation, monitoring, evaluating the effectiveness of the District's equal employment opportunity program, or any other similar purpose specifically authorized by statute or regulation. It will not be shared with the committee members.
- Initial Applicant Pool: The initial applicant pool consists of all applications received by the application deadline or priority screening date. The initial applicant pool screening shall follow this process:
 1. The composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures.
 2. If the projected representation is known and has not been met, the application deadline will be extended, and additional recruitment will be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for participation to a wide diversity of potential applicants.
 3. When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or further recruitment efforts would be futile, applications will be screened to determine which candidates satisfy job specifications set forth in the job announcement.
- Qualified Applicant Pool: 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. Before the qualified applicant

pool is forwarded to the screening/selection committee, its composition will be analyzed to ensure that no monitored group is adversely impacted by this step. If adverse impact is found to exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

1. Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the District.
2. Including all applicants who were screened out, on the basis of any locally established qualifications beyond the state minimum qualifications that have not been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law.
3. If the minimum qualifications stated on the job announcement are changed, the job announcement will be reposted.
4. If adverse impact persists after taking Steps 1 and 2 above, the selection process may proceed only if:
 - The job announcement does not require qualifications beyond the statewide minimum qualifications, or
 - Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.
5. Once the qualified applicant pool is approved, the pool will be forwarded to the screening/selection committee for paper screening, interviews, and final recommendations for hiring consideration.
 - The District will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the District was unable to verify under Step 2 above unless such qualifications are so verified in advance of commencing any such future hiring process.

C. Screening/Selection Committee Procedures:

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

Recruitment and Hiring Procedures will include in its section on applicant screening by screening/selection committees the following provisions:

1. All screening or selection techniques, including the procedure for developing interview questions, and the selection process, will be:
 - Designed to ensure that meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
 - Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, of training in cultural proficiency, and knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination;
 - Based solely on job-related criteria; and
 - Designed to avoid an adverse impact and monitored by means consistent with this section to detect and address adverse impact that does occur for any monitored group.
2. When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from underrepresented groups.

The equal employment opportunity officer should approve the makeup of selection/screening committees. If the equal employment opportunity officer does not approve a selection/screening committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity, which can include appointing additional members.

3. To serve on a screening/selection committee, an employee must have **participated in equal employment opportunity and diversity training within the last two years that includes recognizing the role of unconscious or implicit bias in decision-making and the benefits of a diverse work force.**
4. Screening/selection committees should include at least one meaningful position-related question relating to diversity, equity, and inclusion in each interview. All screening material, including interview questions, screening/ranking sheets, and skills demonstrations must be approved by the EEO or HR representative supporting the recruitment.
5. If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the Chief Human Resource Officer or his/her/they designee will do the following:

-
- Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
 - When appropriate, assist the screening/selection committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
 - If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as job-related and consistent with business necessity, the use of such locally established qualifications will be immediately discontinued and any applicants eliminated on the basis of such qualifications will be placed back in the pool and continue to be considered during the hiring process.
 - Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
6. The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply this Plan in a rigid manner that has the purpose or effect of discriminating.
7. The District will review all of its current and future job specifications to ensure that seniority or length of service is taken into consideration only to the extent it is job-related, is not the sole criterion, and is included in the job announcement consistent with the requirements of this Plan (see Title 5, §§ 53022 and §53024(d)).
8. Skills demonstrations or testing for job candidates will follow procedures outlined in the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures.
9. The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the Plan, the District may request the Equal Employment Opportunity Advisory/ IDEA Committee to recommend new methods to meet the Plan objectives, or if necessary, to modify the Plan itself to ensure equal employment opportunity.

XI. ADDITIONAL STEPS TO REMEDY SIGNIFICANT UNDER REPRESENTATION

(5 CCR sections §53003(c)(9), §53006, and §53025)

In an earlier section of this Plan, the District identified monitored groups that are significantly underrepresented with respect to one or more job categories. In order to address these significant under representations, the District will take the following additional steps:

1. Request the EEO Advisory / IDEA Committee, in conjunction with personnel from the Human Resources Office, review its recruitment procedures and identify and implement any additional measures that might reasonably be expected to attract candidates from the significantly underrepresented group or otherwise address the underrepresentation.
2. Consider various other means of reducing the underrepresentation that do not involve taking monitored group status into account and implement any such techniques which are determined to be feasible and potentially effective.
3. After monitoring the representation rate of each group that was identified as being significantly underrepresented, if the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time (at least three years); the District will:
 - Review each District established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law or is among those qualifications which the Board of Governors has found to be job-related and consistent with business necessity throughout the community college system;
 - Discontinue the use of any District established qualification that has not been found to satisfy the requirements set forth in paragraphs 1 and 2 above; and
 - Continue using qualification standards meeting the requirements of those paragraphs only where no alternative qualification standard is reasonably available that would select for the same characteristics, meet the requirements of those paragraphs and be expected to have a less exclusionary effect.
4. Nothing in this section will be construed to prohibit the District from taking any other reasonable steps it concludes are necessary to ensure equal employment opportunity, such as focused recruitment, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law.

XII. OTHER MEASURES NECESSARY TO FURTHER EQUAL EMPLOYMENT OPPORTUNITY

(5 CCR section §53003(c)(10))

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse and inclusive 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 openness, cooperation, acceptance, democracy, trust, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnicities, races, and other groups protected from discrimination.

For that reason, the District has developed a plan of strategies and activities derived from the strategies and activities outlined in the Chancellor's Office's Vision for Success Diversity, Equity, and Inclusion Task Force's integration plan, published in May 2020. That task force identified strategies, based on research into best practices by state and national institutions, and focused on a theory of change. It explained that "[t]he theory of change states that, if educational achievement and social mobility for California Community College (CCC) students is intrinsic in the Vision for Success, then faculty and staff diversity are a key driver for this work." (page 1, Integration plan). The task force recommended that the implementation plan be considered a road map that can be continually updated and annually revised to account for progress towards strategies and activities listed, and to adapt to ongoing and changed needs. The IDEA Committee reviewed this integration plan adapted for YCCD's use, at its February 17, 2021, meeting, along with [the Vision for Success DEI Task Force 2020 Report](#). We now have updated each Tier 1 activity in that plan, assigned local responsible parties, identified collaborators or partners in achieving the activity, identified deliverables, and assigned a due date. This plan is found in [Appendix G](#). The excel spreadsheet version also has a place for us to record progress.

Additionally, the district may consider the following options, among others, to further equal employment opportunity, diversity, equity, and inclusion: Conduct campus climate studies to identify hidden barriers to student and employee success, and assign the lessons learned to established committee to create action plans to address issues found.

1. Empower and fund the EEO Advisory/ IDEA Committee and the college equity committees to offer diversity trainings, courses, workshops, cultural events, and other community-building and sustaining activities.
2. Include guest speakers from underrepresented groups who may inspire students and employees alike.
3. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity, equity, cultural competence, and inclusion into their major job duties.

4. Conduct additional diversity dialogues, forums, and cross-cultural workshops at college and district levels.
5. Work with the college Curriculum Committees to assist in the development of a “Diversity Instructional Tool Kit” as a resource for faculty to learn how to infuse diversity and multiculturalism into their instruction or services to students.
6. Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
7. Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by creating a yearly diversity champion award.
8. Require a series of EEO/diversity/multiculturalism workshops at all instructional improvement days (convocation week or flex week).
9. Establish an “Equal Employment Opportunity and Diversity” online presence by highlighting the district’s diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures, and programs on the district’s website. The website will also list contact persons for further information on all of these topics.
10. Promote sabbaticals that will assist the district in achieving its equal employment opportunity and diversity objectives.
11. Promote additional cultural celebrations on campus.
12. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
13. Have a formal diversity initiatives and activities on campus that is visible, valued, and adequately funded.
14. Consider providing for alternative educational or experience requirements for nonacademic positions.
15. Develop leadership opportunities with current staff focusing on diversity.
16. Evaluate administrators on their efforts to meet the District’s equal employment opportunity and diversity efforts.
17. Consider establishing a Community Outreach Advisory Council to involve community- based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership could include representatives from local business and industry as well as from diverse community groups such as NAACP, MALDEF, La Raza, Chamber of Commerce, and City Council(s).
18. Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.

19. 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.
20. Encourage community college students to become qualified for, and seek employment as, community college employees. The District may invest in developing and then informing students about programs that may assist them to complete their graduate studies and/or advance education experience to become community college employees. The District may post informational flyers on campus concerning the availability of such programs in locations accessible to students. The District may research the option of paying a stipend to be dedicated to paying off student loans of recent graduates who accept employment at the college as faculty. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college including information about loan assumption programs as they become available.

XIII. PERSONS WITH DISABILITIES: ACCOMMODATIONS

(5 CCR sections §53003(d) and §53025)

1. The District will ensure that applicants and employees with disabilities 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. Subsequent to the interactive dialogue with applicants and/or employees, pursuant to District policy and procedures, accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and note takers. Such accommodations may be paid for with funds provided pursuant to Title 5 section §53030.
2. Additionally, the District will:
 - Review District recruitment procedures and identify barriers to the employment of persons with disabilities, and implement any additional measures that are reasonably expected to attract candidates with disabilities; and
 - Consider various other means of reducing any underrepresentation of persons with disabilities.
21. The CHRO or designee is responsible for handling requests for accommodations from current employees. All applications contain a form for candidates for employment to request an accommodation during the hiring process.
22. Since an employee's disability status may change during their service, the District will survey current employees every three years to collect updated information on disability status.

APPENDICES

APPENDIX A — DEFINITIONS

The District acknowledges that the words used to describe diversity, equity, and inclusion work changes over time, as we fine-tune our understanding of each word and respond to the shades of meaning that some words acquire because of their use or misuse. Most of these definitions are directly from Title 5 of the California Code of Regulations, section §53001, and their location there is noted. As the state system adopts different ways to describe our collective work, we will update our definitions. Additional definitions are found in our [District's Board Policy 1300](#), and the glossary of terms from the System Office attached to that board policy.

- a. Adverse Impact:** “Adverse impact” means that a statistical measure (such as those outlined in the EEO Commission’s “Uniform Guidelines on Employee Selection Procedures”) is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940 (currently includes “race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.”) A disparity identified in each selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison. (5 CCR section §53001(a)) Section §59300 of Title 5 announces that its purpose is to protect persons from discrimination or retaliation on the basis of an actual or perceived characteristic related to the following prohibited categories: “ethnic group identification, national origin, immigration status, religion, age, sex, gender, gender identification, gender expression, military and veteran status, marital status, medical condition, race, color, ancestry, sexual orientation, physical or mental disability, or any other characteristic protected under applicable federal or state law.” (5 CCR section §53900). It is the District’s intent to use the broadest protection required by state or federal law.
- b. Diversity:** “Diversity” means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability, and socio-economic backgrounds. (5 CCR section §53001(b))
- c. Equal Employment Opportunity:** “Equal employment opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

 - (1) identifying and eliminating barriers to employment that are not job related; and
 - (2) creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940 (listed above in “Adverse Impact.”). (5 CCR section §53001(c))

d. Equal Employment Opportunity Plan: An “equal employment opportunity plan” is a written document in which the District’s work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity. The YCCD’s plan attempts to achieve this through equity, diversity, and inclusion. (5 CCR section §53001(d))

e. Equal Employment Opportunity Programs: “Equal employment opportunity programs” means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section §53006. (5 CCR section §53001(e))

f. Ethnic Group Identification: “Ethnic group identification” means an individual’s identification in one or more of the ethnic groups reported to the CCC Chancellor pursuant to section §53004. These groups shall be more specifically defined by the CCC Chancellor consistent with state and federal law. (5 CCR section §53001(f))

g. In-house or Promotional Only Hiring: “In-house or promotional only hiring” means that only existing District employees can apply for a position. (5 CCR section §53001(g))

h. Monitored Group: “Monitored group” means those groups identified in section §53004(b) for which monitoring, and reporting is required pursuant to section §53004(a). (5 CCR section §53001(h)). Section §53004 provides that a person may designate multiple ethnic groups with which he or she identifies but shall be counted in only one ethnic group for reporting purposes. It further provides that Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians are to be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories. However, in determining whether additional steps are necessary to ensure that monitored groups have not been excluded on an impermissible basis, analysis of the separate subgroups is not necessary.

i. Person with a Disability: “Person with a disability” means any person who:

- (1) has a physical or mental impairment as defined in Government Code, section §12926 which limits one or more of such person’s major life activities,
- (2) has a record of such an impairment, or
- (3) is regarded as having such an impairment.

A person with a disability is “limited” if the condition makes the achievement of the major life activity difficult. (5 CCR section §53001(i))

j. Reasonable Accommodation: “Reasonable accommodation” means the efforts made on the part of the District in compliance with Government Code section §12926, which currently are listed to include:

- (1) Making existing facilities used by employees readily accessible to, and usable by, individuals with disabilities.
- (2) Job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, adjustment or modifications of examinations, training materials or policies, the provision of qualified

readers or interpreters, and other similar accommodations for individuals with disabilities. (5 CCR section §53001(j) and Government Code §12926(p))

- k. Screening or Selection Procedures:* “Screening or selection procedure” means 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 review of application forms. (5 CCR section §53001(k))
- l. Significantly Underrepresented Group:* “Significantly underrepresented group” means any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question. (5 CCR section §53001(l))

APPENDIX B — IDEA CHARTER

COMMITTEE PURPOSE

The Inclusion, Diversity, and Equity Awareness (IDEA) Committee/ equal employment opportunity advisory committee assists the District in achieving understanding and support of faculty and staff diversity, equal employment opportunity programs, and equity-minded policies and practices to create a diverse and inclusive workplace and place of teaching and learning.

COMMITTEE RESPONSIBILITIES

The Committee:

1. Assists in developing the District's Equal Employment Opportunity Plan that catapults our mission, vision, and values as an inclusive, diverse, equitable institution into actionable goals with timelines and metrics to move our colleges and district ever closer to those goals.
2. Monitors the implementation and progress of the Equal Employment Opportunity Plan and recommends additions, changes, and updates when necessary.
3. Advises the Associate Vice Chancellor-HR in the development and presentation of annual and other reports on diversity to the Chancellor, Governing Board of Trustees, and other groups as appropriate.
4. Assists the Associate Vice Chancellor-HR and college diversity, equity, and inclusion committees in collaboratively developing and coordinating diversity and equity training programs for all District employees.
5. Reviews and suggests revisions in services, employment policies, and other District rules, policies, practices, and procedures that disproportionately impact persons within underrepresented groups.
6. Works with each college's cultural competence, equity and diversity committees, academic senates, and employee organizations in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures.
7. Supports the work of the colleges to achieve their diversity, equity, and inclusion goals.
8. Receives training in the requirements of nondiscrimination laws, identification, and elimination of bias in hiring, the educational benefits of workforce diversity, and its role in carrying out our EEO Plan's requirements.

APPENDIX C — ANNUAL NOTICE TO YCCD EMPLOYEES

[Date]

Dear YCCD Colleagues,

The Yuba Community College District is proud of its commitment to equal employment opportunity, diversity, equity, and inclusion, and strongly encourages every employee to participate in these efforts.

These commitments are enshrined in [board policies 1300](#) and [7100](#), and provide a touchstone for our collective commitment to student success. [Board Policy 7100](#), first adopted in 2004, states:

The Yuba Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates.

The Equal Employment Advisory / IDEA Committee is currently supporting the Human Resources Office in updating a District-wide Equal Employment Opportunity Plan to implement its EEO Programs. As part of the participatory governance process, the IDEA Committee, comprising a broad, diverse group of employees from the District Office and both colleges, including their other campus sites, assists the District in implementing its EEO Plan and promotes an understanding and support of equal opportunity and nondiscrimination policies and procedures. The revised plan will go before the Board of Trustees at its May meeting, to be submitted to the State Chancellor's Office before June 1, 2021.

We invite you to review the current Plan, which can be found on the District's website here:

[\[https://www.yccd.edu/wp-content/uploads/2020/06/Equal-Employment-Opportunity-Plan-2018.pdf\]](https://www.yccd.edu/wp-content/uploads/2020/06/Equal-Employment-Opportunity-Plan-2018.pdf)

Also, please check back to see the revised plan in June, which will outline activities for all employees to be engaged in to do this important work.

Sincerely,

HR Office

APPENDIX D — ANNUAL NOTICE TO COMMUNITY

Dear Friends,

Thank you for all you do to promote fairness, diversity, equity, and opportunity in our community and throughout this region. It truly takes the combined efforts of all of us to build inclusive communities that lift every single member and provide a chance for all to develop and contribute their gifts.

The Yuba Community College District would like to be your partner in this effort, and we invite you to be ours. We, like all community colleges across California, have committed to a broad plan of equal employment opportunity and inclusion in our employment practices and access to services and programs. As you know, community colleges play a key role in changing communities by providing access and opportunity to everyone who wants to improve their educational and technical skills or obtain a college degree. At Yuba and Woodland Colleges, we have an excellent record of growing leaders through educational opportunity and achievement. And we can do better.

Our Equal Employment Opportunity Plan, undergoing revision this spring, is one way that we hope to live this commitment and achieve these goals. Inviting you to assist us in identifying qualified candidates for employment is a crucial part of that effort.

We hope that you will view our EEO Plan, now and in the summer, when it will be updated. The current plan is on our website at:
[\[https://www.yccd.edu/wp-content/uploads/2020/06/Equal-Employment-Opportunity-Plan-2018.pdf\]](https://www.yccd.edu/wp-content/uploads/2020/06/Equal-Employment-Opportunity-Plan-2018.pdf)

We post our employment opportunities on our website as well, at this address:
<https://www.yccd.edu/central-services/hr/employment-opportunities/>

Please think of us and recommend us as an employer for individuals you know who would enthusiastically support the important, life-changing work of community colleges. We would love to hear from you!

Sincerely,

Maribel Gaytan, Human Resources Officer
mgaytan@yccd.edu
(530) 741-6975

Pahua Vue, Human Resources Officer
pvue@yccd.edu
(530) 741-6978

APPENDIX E — LIST OF COMMUNITY ORGANIZATIONS

Organization	Point-of-Contact name	Point-of-Contact email	Point-of-Contact Phone #	Mailing Address	City	State	Zip
American Civil Liberties Union of Northern California (ACLU)	Natalie	acluyolocounty@gmail.com	530-756-1900			CA	
American Indian Affair Bureau US Department of the Interior	Katherine Henningsen	katherine.henningsen@bia.gov	916-978-6000	Pacific Region Regional Office 2800 Cottage Way	Sacramento	CA	95825
Asian American Women's Alliance (AAWA)		aawa0607@gmail.com	408-321-9500	PO Box 2463	Cupertino	CA	95015
Yuba-Sutter Counties Veterans Services Office	Marvin King, JR.	mking@co.yuba.ca.us	530-749-6710	5730 Packard Ave., Suite 300	Marysville	CA	95901
American Association of University Women (AAUW) Marysville-Yuba City Branch	Liz Skelly			AAUW Marysville-Yuba City Branch PO Box 3031	Yuba City	CA	95992
Chinese for Affirmative Action (CAA)		info@caasf.org	916-248-3489	1225 8th Street, Ste 480	Sacramento	CA	95814

Organization	Point-of- Contact name	Point-of-Contact email	Point-of- Contact Phone #	Mailing Address	City	State	Zip
Department of Rehabilitation (DoR), Yuba City			530-822-4591	1237-B Live Oak Blvd.	Yuba City	CA	95991
Department of Rehabilitation (DoR), Woodland			530-668-6824	1100 Main St., Suite 340	Woodland	CA	95695
LULAC Lorenzo Patino Council 2862	Joseph Puentes		916-204-6221		Sacramento	CA	96080
Hispanic Association of Colleges & Universities		Wro@hacu.net	916-442-0392	1107 9th Street, Suite 830	Sacramento	CA	95814
Hmong Cultural Center of Butte County	Seng S. Yang	ssyang@hmongculturalcenter.net	530-534-7474	P.O. Box 2134 1940 Feather River Blvd., Ste H	Oroville	CA	95965
Japanese Cultural and Community Center (JCCC)	Marjorie Fletcher	mfletcher@jcccnc.org	415-567-5505	1840 Sutter Street	San Francisco	CA	94115
League of Women Voters of California (LWV)		tahoebutler@sbcglobal.net	530-383-3143	PO Box 2463	Woodland	CA	95776

League of Women Voters of California (LWV)		lwvs@lwvsacramento.org	916-442-7215	32 921 Eleventh Street, Suite 700	Sacramento	CA	95814
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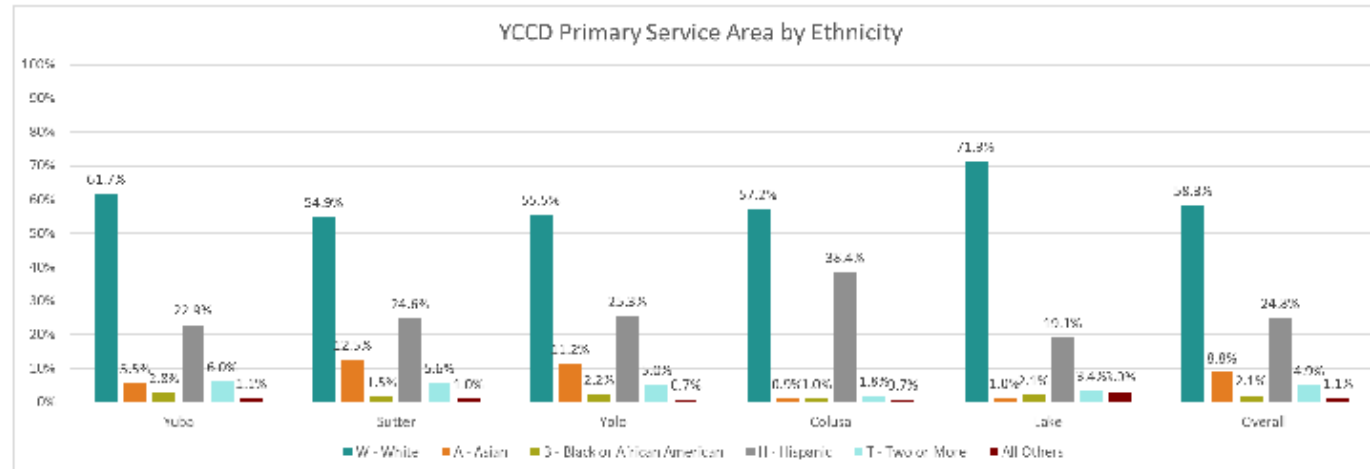
Organization	Point-of- Contact name	Point-of-Contact email	Point-of- Contact Phone #	Mailing Address	City	State	Zip
Mexican American Legal Defense and Education Fund (MALDEF)		ddamez@maldef.org	916-444-3031	1512 14th Street	Sacramento	CA	95814
NAACP Butte County Local Branch 1029	Irma Jordan	bcnaacp1029@gmail.com	530-589-2341	21 Brad Court	Oroville	CA	95966
National Federation of Filipino American Associations (NaFFAA)		info@naffaa.org	202-803-1353	1322 18th NW	Washington	DC	20036
Stonewall Alliance of Chico		center@stonewallchico.org	530-893-3336	PO Box 8855 358 East 6th Street	Chico	CA	95928

Sacramento LGBT Community Center				33			
		info@saccenter.org	916-442-0185	1015 20th St.	Sacramento	CA	95811



APPENDIX F — DEMOGRAPHIC DATA

YCCD Primary Service Area Demographics by Term

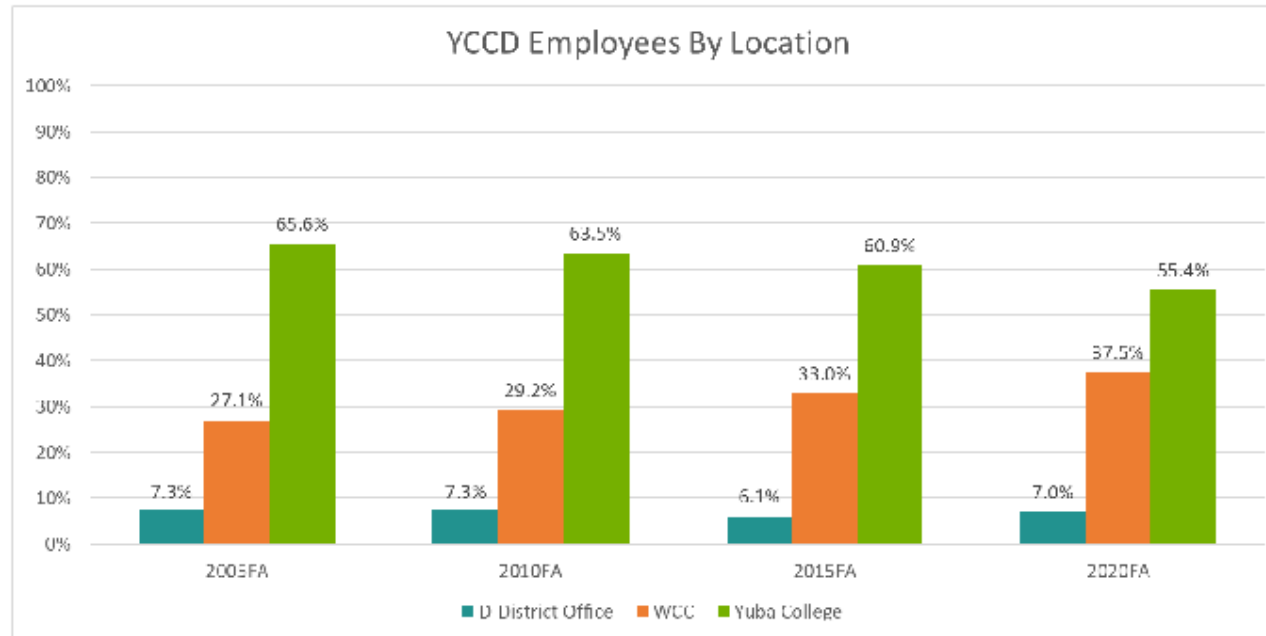


County	W - White	A - Asian	B - Black or African American	H - Hispanic	T - Two or More	All Others	Grand Total
Yuba	58,016	5,201	2,621	21,563	5,654	1,026	94,081
Sutter	66,293	15,048	1,827	29,748	6,785	1,149	120,850
Yolo	150,617	30,462	5,847	68,704	13,659	1,908	271,197
Colusa	18,949	309	327	12,738	609	217	33,149
Lake	49,389	723	1,447	13,224	2,375	2,079	69,237
Overall	343,264	51,743	12,069	145,977	29,082	6,379	588,514

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2019: ACS Estimates Subject Tables-Projections Based on 2010 Census Data

YCCD Employee Demographics by Term and College



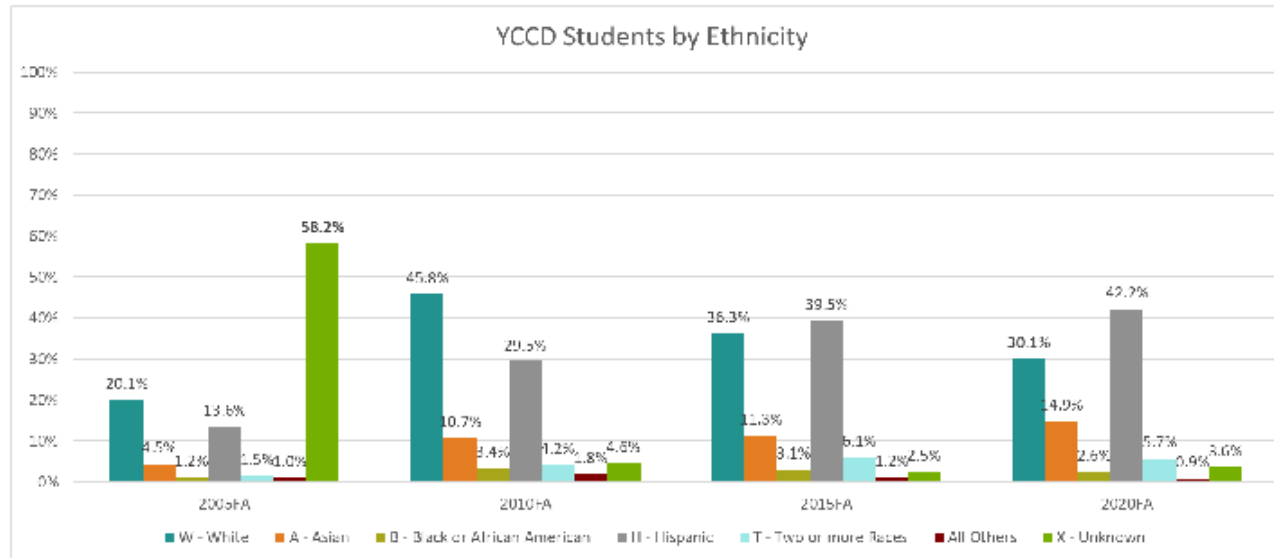
Term	District Office	Woodland	Yuba	Grand Total
2005FA	14	52	126	192
2010FA	20	80	174	274
2015FA	27	145	268	440
2020FA	43	229	338	610

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Removed: Board Members, Temps, and Student Workers, Adjuncts must have had a load for the term to be counted

Manager: Supervisor, Administrative, and Confidential

YCCD Student Demographics by Term



Term	W - White	A - Asian	B - Black or African American	H - Hispanic	T - Two or More	All Others	X - Unknown	Grand Total
2005FA	1,844	409	106	1,250	138	90	5,345	9,182
2010FA	4,546	1,062	338	2,925	416	182	454	9,923
2015FA	3,442	1,074	293	3,745	579	112	240	9,485
2020FA	2,556	1,267	217	3,580	480	80	306	8,486

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Based on students enrolled at census

APPENDIX G — DEI ACTIVITIES FOR YCCD EEO PLAN

			Responsible Party	Collaborators	Deliverables	Due date(s)	Record of Progress
DEI Plan for EEO Plan—derived from Vision for Success Commitments							
	Commitment Strategy(1, 2, . . .) Activity(a, b, . . .)	Type of strategy	Responsible Party	Collaborators	Deliverables	Due date(s)	Record of Progress
Vision for Success Commitment 2: Always design and decide with the student in mind							
1	Use data to understand present and future local workforce needs.	Institutional					
a	Require recordkeeping of hiring process decisions to allow for specialized statistical analysis of key hiring to measure impact and progress towards increasing the diversity of faculty and staff (classified and administrators).		HR Office	IT and Institutional research; IDEA	annual reports of data on hiring	annually in spring	
b	HR and research staff establish a process for identifying criteria to measure adverse impact.		HR	IT and Institutional research	list of criteria, agreed upon data, formulas, board reports	annually in spring	
2	Develop culturally responsive faculty and staff recruitment strategies.	Institutional					
a	HR and AS to collaborate on first-year experience support structures for academic employees; HR and CSEA for classified employees; and HR and DSET for management employees		HR, WCCAS, and YCAS	DCAS; CSEA; DSET, college PD committees	District and college first year support programs; activities posted to web page		
b	HR and DCAS to clearly outline required Minimum Qualifications for positions		HR; DCAS	IDEA	reviewed and updated equivalency policy	spring 2022	
c	HR to develop welcoming and yearlong onboarding program for employees that includes commitment to diversity and student success		HR, WCCAS, and YCAS	DCAS; CSEA; DSET, college PD committees	District and college first year support programs; activities posted to web page	pilot program fall 2021; full program fall 2022	
3	Host open houses for prospective candidates with panels of current faculty and deans.	Interactional					
a	HR, administration, department chairs and student services to collaborate on updating faculty hiring procedures and methods to include open houses.		HR, College administration, marketing	VCEP; faculty hiring task force	Set date and hold open house for potential faculty candidates, involving current faculty, faculty leaders, students	early spring 2022 (perhaps to coincide with CCCRegistry job fair).	
b	HR to monitor CCCCO work, to learn when it provides guidance on best practice hiring procedure, and then bring to IDEA and appropriate internal groups		HR	Cabinet; IDEA	TBD after state guidance is issued	TBD	
4	Design professional development workshops to increase knowledge and understanding of Statewide groups (ASCCC, ACHRO, and Community College League of California (CCLC)) to develop a series of modules on cultural humility, equity, diversity, and inclusion. Once available, work with college DEI and PD committees to augment our programs, through onboarding, convocation, PD days, or other means	Interactional					
a			HR; IDEA	College DEI and PD committees	TBD after state guidance is issued	TBD	
b	Collaborate with the EEO Advisory (IDEA) to create a workshop series model for administrators and managers to understand and see the value of inclusive behaviors; check Vision Resource Network (VRN) for updated offerings.		HR; IDEA; DSET	College DEI and PD committees	workshop series offered in DMC	series each year	two workshops offered by Eugene Whitlock at DMC in February and March 2021
5	Provide campus-wide cultural competency and implicit bias training	Individual					
a	HR to keep eye on results of statewide groups' efforts to create resources on these topics. Once available, work with college DEI and PD committees to augment our programs, already started.		HR; IDEA; DSET	College DEI and PD committees	TBD after state guidance is issued	TBD; AND at least annually	diversity hiring, including implicit bias, training given January 13, 2021, and made available to all employees for 3 months thereafter
6	Provide professional support for classified staff to build capacity and career growth with an emphasis on equity and diversity.	Individual					
a	CCC System to support professional development for classified staff, and to evaluate caring campus pilot program. Colleges will evaluate their programs, including YC's caring campus pilot.		YC, WCC, HR	CSEA; college DEI and PD Committees; IDEA	TBD after state guidance is issued	TBD	
7	Encourage and facilitate dialogue between ASCCC and administration on faculty evaluation processes to demonstrate continued commitment to diversity	Individual					
a	System Office to establish workgroup with set timelines to require unions and administrators to develop model performance evaluation criteria for successfully serving diverse student population		FAYCCD, YCAFT, HR/DSET	Faculty evaluation Task Force; WCCAS, YCAS	TBD after state guidance is issued; strengthened evaluation criteria included in CBAs, training for faculty and evaluators on new criteria	Initial internal discussions to begin fall 2021; TBD for implementing issued guidance	ASCCC senators voted at April 2021 plenary to support resolution adopting cultural competence as criterion in faculty evaluations
Vision for Success Commitment 3: Pair high expectations with high support							
1	Establish pipeline programs to diversify the faculty applicant pools	Individual					
a	HR and IDEA to monitor systemwide efforts to provide state-wide guidance and clarity on Minimum Qualifications, and securing funding to create internship program and pipeline for graduate students to teach.		HR, IDEA, faculty leadership	CSUs and UCs; teacher pathway program;	TBD after state guidance is issued; creation of a pipeline	TBD	
2	Provide faculty and staff (classified and administrators) mentoring opportunities at colleges.	Individual					

a	ASCCC and CCLC collaborate to educate districts, colleges, trustees, and CEO's on the impact of mentoring programs; secure new funding for EEO plans and flexibility to fund mentoring programs to be implemented statewide		HR, college leadership	faculty and classified leadership; college DEI and PD Committees; IDEA	TBD after state guidance is issued (creation of a men	TBD	
Vision for Success Commitment 4: Foster the use of data, inquiry, and evidence							
1	Require local boards to publicly review Equal Employment Opportunity (EEO) plans as an action item and encourage local boards to review progress towards activities associated with their district EEO plans.	Institutional					
a	CCCCO to standardize and revise the EEO plan template and multiple measures with an equity lens and geared towards an action plan with accountability and evaluation of implementation. Statewide groups to issue guidance on use of longitudinal data		Board of Trustees; Chancellor's Office	HR; IDEA	TBD after state guidance is issued; New EEO Plan template to be issued in May 2021; update and revision of EEO Plan for June 2022 in light of new template; progress report on current plan due to Board April or May 2022	Spring 2022	
b	Districts and colleges to adopt EEO plans as an action item in a public meeting.		Board of Trustees; Chancellor's Office; HR	IDEA	EEO Plan as action item in public meeting in May 2021 and each 3 years thereafter	May 2021; May 2024	EEO Plan to Board on May 13, 2021
Vision for Success Commitment 5: Take ownership of goals and performance							
1	Encourage diversity-focused criteria in employee evaluations and tenure review. Encourage boards to include diversity performance criteria in their self-evaluation	Institutional					
a	WCCAS, YCAS, HR, and local unions to review existing evaluation procedures.		academic senates, faculty and classified unions, HR	evaluation task forces; Cabinet; student leadership	collaboratively developed evaluation criteria for employee evaluations, including tenure review, that focus on diversity as a key driver of student success	Academic year 2021-2022	ASCCC senators voted at April 2021 plenary to support resolution adopting cultural competence as criterion in faculty evaluations; management, including executive staff have this as part of the peer review process fall 2020
b	HR to collaborate with WCCAS and YCAS to review faculty evaluation procedures using existing consultative structures.		HR; academic senates; DCAS; college leadership	faculty evaluation task force; FAYCCD; YCAFT	same as above	same as above	
c	AS, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process.		academic senates, IDEA, college DEI committees, HR	college leadership and PD committees, DSET	forum, workshop, or other vehicle for making cultural competency discussion part of the constant teaching and learning; could start with pilot efforts	fall 2021	
2	Maintain active EEO committee to ensure continual review of local diversity efforts.	Institutional					
a	IDEA Committee meetings will have standing reports from each college's DEI committees, academic senates, and HR, and will post minutes and agendas in Board Docs		HR; IDEA, academic senates; college DEI committees	DC3; Cabinet	agendas, minutes posted to Board Docs, annual updates to Board, and updates to DC3 and community via Town Hall presentations at least twice a year	Dec-21	IDEA started meeting monthly in December 2021; all agendas and minutes are posted to Board Docs and include the required reports
b	CHRO will regularly report to IDEA on updates from the statewide EEO and Diversity Advisory Committee to learn of new initiatives, templates, and pledged assistance for Districts in their diversity efforts		CHRO; HR Office; IDEA	DC3; Cabinet	TBD after state guidance is issued; items recorded on IDEA agenda and minutes	TBD; monthly (minutes and agendas)	
3	Implement innovative hiring and outreach practices focused on diversity such as advertising faculty openings in websites, publications, professional associations in specific disciplines, and other groups targeted towards underrepresented academic communities	Institutional					
a	HR, individual department chairs and deans, and hiring committees to develop model job description, vacancy announcement, screening criteria, interview questions, and other employee selection procedure language to successfully serve diverse student populations.		HR; department chairs and deans, hiring managers	IDEA, college leadership, district leadership	model faculty job descriptions; model classified job descriptions; standard DEI language in job announcements	fall 2021 for model job descriptions and vacancy language; spring 2022 for updated criteria and interview questions	
b	Produce exemplary practices and models to be posted and disseminated on the Vision Resource Center.		HR; IDEA, Cabinet	college DEI and PD committees; all employees	posting on Vision Resource Center's DEI section	TBD	
4	Diversify representation in search committees	Institutional					
a	Statewide effort involving districts and colleges, Association of Chief Human Resource Officers (ACHRO), ASCCC, and Chief Instructional Officers (CIO's) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees.		HR; IDEA, Cabinet	statewide collaborators	Revised committee selection and composition rules. Also see Commitment 7, below.	Dialog ongoing; TBD	

b	Statewide ACHRO and ASCCC collaborate to create a tool to assess diverse representation; Local HR and senates to begin using tool once presented.		HR; senates	CSEA, hiring managers	TBD after state guidance is issued	TBD	
5	Require diversity statement and commitment from applicants and statewide leaders	Institutional					
a	EEO and Diversity Advisory Committee (IDEA) and HR to develop new standards to require a diversity statement of applicants		HR; IDEA	academic senates, classified leadership, college and district leadership	updated application materials requiring diversity statement appropriate to position advertised, updated in the case of faculty and administrators	faculty and administrators' updates due November 2021; new statements for classified positions due early spring 2022	
6	Adopt a statewide diversity statement and incorporate the diversity statement into the mission of the California Community College System. Encourage colleges to adopt a diversity statement as part of their mission statement	Institutional					
a	BOG to approve systemwide statement on diversity, equity, and inclusion and integrate the language in Title 5 regulations, the California Community Colleges mission, EEO plan templates and multiple measures certification forms; CHRO to monitor and advise Cabinet, Board, and IDEA on any new requirements		CHRO; HR Office; Cabinet	IDEA, Board	TBD after state guidance is issued	TBD	
7	Advertise jobs via diversity-oriented channels	Interactional					
a	System office to create repository of resources available on job registry and Vision Resource Center, and seek additional funding to implement; CHRO to monitor and advise Cabinet, Board, and IDEA on any new requirements or resources		CHRO; HR Office; Cabinet	IDEA, Board	TBD after state guidance is issued	TBD	
8	Local HR review supplemental interview materials to ensure they are always job relevant	Interactional					
a	System Office will partner with statewide organizations to develop best practices modules for implementing the hiring processes to enhance DEI and provide excellent student service; CHRO to monitor and advise Cabinet, Board, and IDEA on any new requirements or resources		CHRO; HR Office; Cabinet	academic senates, classified leadership, college and district leadership	TBD after state guidance is issued		
b	HR departments and program offices to develop an Employee Diversification component as part of their EEO Plan.		CHRO; HR Office, college leadership	IDEA	EEO Plan with employee diversification component	May 2021 and every three years thereafter	
9	Encourage and facilitate dialogue between ASCCC, administration, and HR to establish a diversity component in faculty evaluations.	Interactional					
a	ASCCC, unions, administration, and HR to collaborate to review the faculty evaluation tool		see lines 23, 38, and 39 above	see lines 23, 38, and 39 above	see lines 23, 38, and 39 above	see lines 23, 38, and 39 above	
b	statewide ASCCC to provide guidance for evaluation and tenure review committees; IDEA will monitor to inform how that guidance may impact activities here, in lines, 23, 38, and 39 above		see lines 23, 38, and 39 above	see lines 23, 38, and 39 above	TBD after state guidance is issued	see lines 23, 38, and 39 above	ASCCC senators voted at April 2021 plenary to support resolution adopting cultural competence as criterion in faculty evaluations
c	System office, ASCCC and ACHRO to create model performance evaluation criteria for DEI accountability; CHRO to monitor and advise Cabinet, Board, and IDEA on any new requirements or resources		see lines 23, 38, and 39 above	see lines 23, 38, and 39 above	see lines 23, 38, and 39 above	see lines 23, 38, and 39 above	
10	Conduct exit interviews of faculty who leave	Interactional					
a	System office and ACHRO to develop model language for exit interviews to assess perspectives on how prevailing culture impacts diversity, attitudes towards diverse student and employee groups, awareness and success of diversity programs, likelihood of recommending districts to diverse job applicants, impact of current level of diversity on decision to leave; CHRO to monitor and advise Cabinet, Board, and IDEA on any new requirements or resources		CHRO; IDEA; academic senates, classified leadership	college DEI and PD committees; Cabinet	after independent review of exit interview survey recently installed on Survey Monkey, a reporting tool will be created and reports shared yearly that takes out identifying information, but still allows trends to be noted (balancing anonymity that allows for honest feedback, with a desire to learn and correct problem areas). Share feedback with Cabinet on yearly cycle; Share DEI, campus culture trends more broadly	reporting tool employed, with first report shared with Cabinet December 2021 and yearly thereafter	
b	Districts and colleges to collect data about those exit interviews to inform strategies for improving retention.		same as above	same as above	same as above	same as above	
11	Provide equivalency guidance and professional development.	Interactional					
a	State collaborations to release guidance on equivalency process and policies, and to require equivalency committees receive same diversity training that selection committees do; CHRO to monitor and advise Cabinet, Board, and IDEA on any new requirements or resources		see lines 10 and 78 herein	see lines 10 and 78 herein	TBD after state guidance is issued	see lines 10 and 78 herein	
12	Celebrate the diversity of the California Community College System	Individual					

a	State-wide groups to collaborate, BOG to adopt multi-cultural awareness week to celebrate the diversity of our system; CHRO to monitor and advise Cabinet, Board, and IDEA on any new requirements, resources, and opportunities. Consider aligning programs, PD offerings to align with statewide celebration, involving students, community members, and all employees		CHRO, IDEA, college DEI and PD committees		TBD after state guidance is issued		
13	<i>Elevate the work of community college system associations and external organizations that provide mentoring and professional development to diverse populations</i>	Individual					
a	System office will align state-wide award criteria, consider allowing nonprofits to nominate individuals for awards; CHRO to monitor and advise Cabinet, Board, and IDEA on any new requirements or resources		CHRO, IDEA	Cabinet, marketing, YCCD Foundation	TBD after state guidance is issued	TBD	
14	<i>Foster open lines of communication on campuses for constructive feedback including dialogues, summits, town halls, and forums.</i>	Individual					
a	System office to continue state-wide efforts, including listening tour, town halls, and annual summit; CHRO to monitor and advise Cabinet, Board, and IDEA on any new resources or activities		CHRO, IDEA	college and district leadership	TBD after state guidance is issued; monitor statewide programs posted to Vision Resource Center, and consider assigning, using as points of discussion, or remaking programs locally	TBD	
b	ASCCC and ACHRO to create guidelines to develop local forums for dialogue; CHRO to monitor and advise Cabinet, Board, and IDEA on any new requirements or resources						
Vision for Success Commitment 6: Enable thoughtful innovation							
1	<i>Revise procedures that address diversity, equity, and inclusion to reduce bias in the hiring process. Ensure every step of the hiring process relates to Minimum Qualifications</i>	Institutional					
a	Statewide groups to develop guidance and templates for qualifications and other recruitment documents; HR and academic senate leaders will monitor availability of this material and then convene internal groups to consider		CHRO, college senates, faculty hiring manual task force	IDEA; HR recruiters; classified staff leadership	TBD after state guidance is issued; likely will be a reevaluation of the equivalency policy, possibility of adjusting online application system to mask name and gender of candidates for committee consideration; other updates to recruitment documents and practices	TBD	
2	<i>Embed diversity, equity, and inclusion into all faculty and staff (classified and administrators) awards (i.e., Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award, Hayward Award; CC Classified Employee of the Year Award)</i>						
a	District and college leaders will monitor statewide awards and encourage YCCD participation in statewide efforts. IDEA will consider creating local awards, in addition to the classified statewide award and our new Rising Star award, to recognize employees who champion DEI		DSET, Cabinet, IDEA	HR; college leadership; college DEI committees; YCCD Foundation	TBD after state guidance is issued; local awards to DSET for consideration to add to classified and rising star awards will result in a proposal to create Diversity, Equity, and Inclusion Champions awards yearly, with clear processes and criteria, including a presentation to the board each April on the awardees	fall 2021	
3	<i>Recognize and support faculty and staff (classified and administrators) contributions to diversity through their mentoring efforts and community involvement</i>						
a	HR and IDEA will monitor statewide efforts of CCCC to collaborate with ASCCC and CCLC to develop a best practices approach for mentoring and add it to the EEO best practices manual.		HR; WCCAS, YCAS, IDEA	college leadership, faculty associations, classified leadership	TBD after statewide collaborative guidance is issued	TBD	
Vision for Success Commitment 7: Lead the work of partnering across systems							
1	<i>Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity.</i>	Interactional					
a	Keep in touch with statewide organizations (ASCCC and ACHRO), who will provide guidance on hiring committees: examples to diversify committee, what these committees should look like, and models for candidate evaluation; then convene local groups to incorporate models and suggestions		CHRO; IDEA (Senate reps)	IDEA; HR recruiters, hiring managers, and participatory governance appointers to committees	review of local processes regarding creating screening committees after statewide groups issue guidance: Faculty Hiring Manual; classified, and management recruitment guides	within 6 months of guides' issuance	

b	ACHRO to develop a model to evaluate the composition of local hiring committees with a diversity, equity, and inclusion lens, and partner with CCCCC and ASCCC to release statewide guidance.		same as above	same as above	same as above	same as above	
c	Academic Senates and HR to develop model job descriptions for academic positions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations as a true minimum qualification for all positions. Focus on student engagement, retention, and responding to student needs.		CHRO; academic senates	faculty hiring committee task force; IDEA	faculty job description templates; vacancy announcement templates; new "pack" of interview questions; new application questions; new screening criteria and skills demonstrations	new faculty job description and job announcement language template by January 2022;	
d	For above, consider hiring consultant (e.g., LCW's Laura Schulkind) for special training on job descriptions, interview questions, etc.		CHRO; academic senates	faculty hiring committee task force; IDEA	specialized training for faculty leaders, department leaders, educational administrators, and HR staff	fall 2021	