# DEIA and Evaluations
## *Yuba Community College District*

Thursday, October 30, 2025

# 5 CCR § 53602 Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes.

▶ (a) District governing boards shall adopt policies for the evaluation of employee performance, including tenure reviews, that requires demonstrated, or progress toward, proficiency in the locally-developed DEIA competencies or those published by the Chancellor pursuant to section 53601.

▶ (b) **The evaluation of district employees must include consideration of an employee's demonstrated, or progress toward, proficiency in diversity, equity, inclusion, and accessibility** DEIA-related competencies that enable work with diverse communities, as required by section 53425. District employees must have or establish proficiency in DEIA-related performance to teach, work, or lead within California community colleges.

# (c) To advance DEIA principles in community college employment, districts shall:

▶ (1) **include DEIA competencies and criteria as a minimum standard for evaluating the performance of all employees**;

▶ (2) ensure that evaluators have a consistent understanding of how to evaluate employees on DEIA competencies and criteria;

▶ (3) set clear expectations regarding employee performance related to DEIA principles, appropriately tailored to the employee's classification;

▶ (4) place significant emphasis on DEIA competencies in employee evaluation and tenure review processes to support employee growth, development, and career advancement;

▶ (5) ensure professional development opportunities support employee development of DEIA competencies that contribute to an inclusive campus and classroom culture and equitable student outcomes;

▶ (6) ensure an evaluation process that provides employees an opportunity to demonstrate their understanding of DEIA and anti-racist competencies.

▶ (7) include proposed or active implementation goals to integrate DEIA principles as a part of the district's Equal Employment Opportunity Plan required by section 53003.

# Purpose of the Evaluation Process

- The employee evaluation process is designed to **promote professional growth** and enhance teaching and service effectiveness.

- Evaluations provide constructive feedback to **support continuous improvement** and excellence in student learning.

- The process fosters reflection, dialogue, and mentorship, aligning with the District's mission and values.

- Evaluations are **not disciplinary tools**—they are developmental instruments that recognize strengths and identify opportunities for growth.
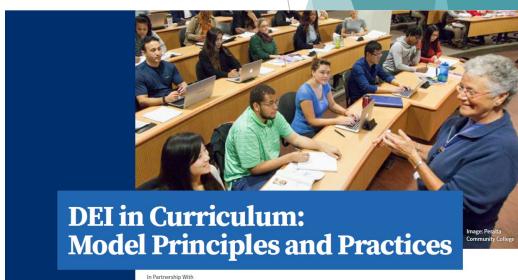
# Professional Growth Through DEIA in Evaluations

- Evaluations across all employee groups promote professional growth, reflection, and continuous improvement.

- They advance the District's commitment to diversity, equity, inclusion, accessibility, and student success.

- All employees are encouraged to demonstrate:

    - Cultural humility and responsiveness

    - Equity-minded and inclusive practices

    - Respectful, transparent communication

    - Collaboration and mentorship that foster belonging

    - Accountability and reflection to strengthen our culture

- Goal:
Ensure every evaluation for faculty, classified, and management supports equitable practices and recognizes contributions that enhance learning, service, and leadership across YCCD.

# Resources

- [CCCCO DEIA Website](#)

- [CCCCO Diversity, Equity and Inclusion Competencies and Criteria Recommendations](#)

- [DEI in Curriculum: Model Principles and Practices](#)

| Traditional Educational Practice Supporting research may be found at the end of this document. | Equity Principle Supporting research may be found at the end of this document. | Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following: | Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following: |
|---|---|---|---|
| • One dominant culture represented in textbooks and course materials.<br>• High cost of course textbooks and materials. | • Represent multiple cultures in textbooks and course materials.<br>• Use low-cost and zero-cost textbooks/materials.<br>• Use open educational resources. | • Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives.<br>• Explore and select open educational resources and low-cost textbooks and materials for a reduction of costs when feasible.<br>• Ensure textbooks and materials are accessible.<br>• Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.<br>• For additional resources for effective inclusion, diversity, equity, antiracism textbook and resource audits—see ASCCC OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework. | • Review textbook and course material selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives; and provide feedback and guidance.<br>• Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials).<br>• Ensure textbooks and materials are accessible.<br>• Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed. |
| • Student-facing documents and descriptions focused on deficit-minded language. | • Use asset-minded and decolonized language. | • Shift language from impersonal verbiage and descriptions to warm, culturally responsive content.<br>• Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves).<br>• Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student. | • Examine equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogues, course outlines of record, websites, and policies.<br>• Review documents for language and descriptions that may be impersonal and shift descriptions to be warm and culturally responsive.<br>• Recommend and model rewording language from a colonized mindset to equity mindset. |

# Self Study - Equity Reflection

**Diversity, Equity, Inclusion, and Accessibility:**

Discuss your understanding of YCCD Diversity, Equity, Inclusion, and Accessibility (DEIA) and anti-racist competencies as it relates to your field and the college and district communities.

Please describe how you incorporate DEIA competencies in the performance of your assignment to support and remove barriers to student success. Below is a list of activities you might consider discussing:

    a.   Curriculum review related to anti-racism, decolonization, and equity
    b.   Participation in anti-racism and equity related workshops/institutes
    c.   Review of materials and best practices for equity in your field
    d.   Use of student success data disaggregated by race, ethnicity, and gender to inform strategies to improve equitable student outcomes and success
    e.   Contributions made to create an inclusive learning and working environment through DEI and anti-racism research, utilization of race-conscious pedagogy, etc.

How have you used and/or how will you use these understandings to improve your practice and/or help close opportunity gaps?

# EXHIBIT D.3.A – FORM FT-2A, OBSERVATION REPORT FORM

**Form FT-2A**
**Observation Report Form**
**Full-Time Faculty**
**(Not Fully Online Section)**

| Name of Person Being Evaluated: | | Evaluator: | |
|---|---|---|---|
| Course: | | Section Number: | |
| Time of Observation: | Date: | Modality: | |

## PERFORMANCE INDICATORS

| Area | Criterion | Exemplary | Exceeds expectations | Satisfactory | Needs Improvement | Unsatisfactory | Did not observe |
|---|---|---|---|---|---|---|---|
| 1. Performance of Assignment | a. Organized, clear, and accurate explanation of key concepts, principles, and relevant examples to aid in comprehension. | | | | | | |
| | b. Uses a variety of strategies and supplemental resources to respond to the diverse needs of learners. | | | | | | |
| | c. Actively checks for understanding and supportively | | | | | | |
| 3. Professional Growth | a. Fulfills flex requirements and leverages professional obligation time to further excellence in work assignments. | | | | | | |
| | b. Maintains current knowledge in the field while innovating or adopting new educational practices. | | | | | | |
| | c. Demonstrates understanding of YCCD Diversity, Equity, Inclusion, and Accessibility (DEIA) and anti-racist competencies through self-evaluation. | | | | | | |
| | ☐ Shows Proficiency      ☐ Needs Improvement | | | | | | |

# Example Response 1

As a History instructor, I view Diversity, Equity, Inclusion, and Accessibility (DEIA) and anti-racist competencies as essential to teaching and learning in my field. Understanding how systems of power and identity shape historical narratives helps ensure that all students see themselves and their communities represented in the curriculum.

This year, I transitioned to Zero-Cost Textbook (ZCT) materials to remove financial barriers for students and evaluated multiple open resources to ensure diverse perspectives were included across racial, ethnic, gender, religious, and socioeconomic backgrounds. I also updated my syllabus to acknowledge that social and cultural identities influence how history is communicated and interpreted, inviting students to explore and challenge differing viewpoints through assignments and discussions.

To improve accessibility, I completed the "Digital Accessibility for the Modern Workplace" course, applying inclusive design principles to my materials. Collectively, these actions reflect my ongoing commitment to DEIA by fostering an equitable, accessible, and inclusive learning environment that supports student success.

# Example Response 2

As a Career Technical Education instructor, I view Diversity, Equity, Inclusion, and Accessibility (DEIA) as essential to creating equitable pathways into technical fields. While my program demonstrates strong racial and ethnic diversity, a review of three years of student success data revealed a persistent gender gap where female enrollment remains low, and those who do enroll tend to underperform compared to their male counterparts.

In response, I reached out to several current and former female students to better understand their experiences and the barriers they face in a predominantly male field. Their feedback underscored the need for greater community, visibility, and mentorship. Based on these insights, I am currently developing a peer mentorship program that will connect all students with like-minded professionals who can offer guidance, build confidence, and support career development.

To further inform this work, I attended a North State training hosted by the National Institute for Women in Technology & Science and have begun collaborating with colleagues on an outreach plan and curriculum enhancements designed to make the program more inclusive and supportive for women entering technical careers.

# Example Response 3 (Needs Improvement)

I treat all my students the same regardless of their background. I don't see race or gender as relevant in my classes. Everyone has the same opportunities to succeed if they work hard. I cover the required material and grade based on performance, so DEIA doesn't really apply to my subject area.

# Questions & Answers