

**EEO PLAN COMPONENT 13**

**SJECCD & COLLEGE ACTIVITIES**

**DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITY**



<p style="text-align: center;"><b>IMPLEMENTATION</b></p> <p style="text-align: center;">→</p>	<p style="text-align: center;"><b>Who</b></p>	<p style="text-align: center;"><b>What/When</b></p>	<p style="text-align: center;"><b>Effectiveness Metrics &amp; Review</b></p>
<b>PRE-HIRING</b>			
<p><b>Provide training to employees, students &amp; trustees.*</b> <b>(53024.1(d))</b></p>	<p>District Office of Diversity co-leads with Human Resources (in collaboration with District-wide and campus-wide EEO and Diversity Advisory Committees</p>	<p><u>Year one</u> Begin developing a DEIAA series offered each year. Topics to consider may include how to teach in a culturally relevant/affirming manner, bias training, how to be DEIAA focused manager, and bring in experts on DEIAA related topics. Determine Budget</p> <p><u>Year two</u> Launch the DEIAA series.</p> <p><u>Year three</u> Assess effectiveness of the series, make necessary adjustments. Decide if it will be an ongoing strategy.</p>	<p>During year one, create assessment tools and conduct quarterly assessments to ensure that all preparations for training including topics, logistics, metrics, and trainers are on track for implementation by the beginning of year two.</p> <p>During the first two years, when appropriate, but no later than the beginning of the second year, conduct quarterly assessments to ensure that training is being carried out as planned and review participant evaluations to determine effectiveness of training. Make adjustments as necessary.</p> <p>During year three, conduct quarterly assessment to keep refining training topics and training implementation conducted during year one and year two; conduct continuous improvement assessments and planning for future activities based on participant evaluations (<i>keeping track of participant constituencies, demographics, attendance, and job classifications</i>) and recommendations as appropriate.</p>
<p><b>Convey in publications and website the district's commitment to diversity &amp; EEO.</b> <b>(53024.1(j))</b></p>	<p>District-wide EEO &amp; Diversity Advisory Committee leads, via <i>District-wide Task Force</i> - per Title 5, 53005 (in collaboration with Campus Diversity Advisory Committees and other entities as appropriate)</p>	<p><u>Year two</u> Create a District-wide task force to make recommendations to the chancellor/presidents on naming buildings, conference rooms, outdoor spaces, and/or putting up plaques, that recognize and commemorate historical persons or events from marginalized communities. This task force can also recommend murals, images in and on buildings and campus grounds, statues etc. Determine budget and process for approval.</p> <p><u>Year three</u> Begin implementing accepted recommendations from year two.</p>	<p>Successfully naming buildings, conference rooms, etc. after persons or events that recognize marginalized communities. Report outcomes in the next EEO Plan or updates to the Board.</p>


IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
<b>Review and update District EEO/DEI policy statement.*</b> <b>(53024.1(k))</b> *Cross-reference Plan Component 3			
<b>Providing EEO/diversity enhancement resources and assistance to other districts.</b> <b>(53024.1(m))</b>			
<b>Addressing diversity issues in a transparent and collaborative fashion.</b> <b>(53024.1(o))</b>			
<b>Recurring activities related to improving student access and student success—with a nexus to EEO hiring.</b>			
<b>Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.</b>	Led by Human Resources <i>Vice Chancellor/Chief HR Officer, and College Presidents</i> (in collaboration with District-wide and campus-wide EEO and Diversity Advisory Committees, and other entities as appropriate)	<u>Year one and two</u> 1. Meet with constituency groups to begin developing DEIAA criteria for evaluations and tenure review. (Pursuant to the newly adopted Title 5 regulations on performance evaluations and tenure review.) 2. Create an initiative where the Chancellor and Presidents adopt a DEIAA goal or initiative each year that they will lead and be responsible for.  <u>Year three</u> 1. Complete the District guidelines and policy on DEIAA evaluations and tenure review.	During year one, create assessment tools and conduct quarterly assessments to ensure that all planned activities are on track for implementation by the beginning of year two.  During the first two years when appropriate, but no later than the beginning of the second year, conduct quarterly assessments to ensure that planned activities are carried out.  Adoption of new DEIAA tenure review and performance evaluations

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<b>ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.</b>			
<b>Collect additional data and drill down into the data to better pinpoint where UR and adverse impact exist, and the causes of UR.</b>	Led by Human Resources <i>Vice Chancellor/Chief HR Officer, and College Presidents</i> (in collaboration with District-wide and campus-wide EEO and Diversity Advisory Committees, and other entities as appropriate)	<p><u>Year One:</u></p> <ol style="list-style-type: none"> <li>1). Continue longitudinal/trend data for employee demographics, applicants, and hires over a period of years. Complete by end of year one.</li> <li>2) Begin collecting data on employees with disabilities to be included in the Plan</li> <li>3) Collect and analyze what percentage of full-time faculty hires come from the adjunct ranks, cover a 3-5 year period.</li> <li>4) Begin collecting nonbinary gender data, change application forms, begin collecting data in year two of the plan.</li> <li>5) Collect data on the race/ethnicity and gender of faculty who have retired in the last 3-5 years.</li> <li>6) Reassess the “Other” category to determine how to count individuals who state they have two or more races.</li> </ol> <p><u>Year Two:</u></p> <ol style="list-style-type: none"> <li>1). Develop an employee demographic dashboard.</li> <li>2). Disaggregate faculty data by department, race/ethnicity, sex, and college. Identify where underrepresentation exists, and provide this information to the presidents of the colleges. This data and its analysis will be included in the annual report to the Board and in the next EEO Plan.</li> <li>3) Analyze data from 1 through 5 above (from year one), determine whether next steps are required.</li> </ol> <p><u>Year Three:</u></p> <ol style="list-style-type: none"> <li>1). Use data collected and analyzed from above to inform the next EEO Plan and next steps.</li> <li>2). The Presidents for each campus will be responsible for convening academic Deans responsible for the departments where underrepresentation has been found to exist. Request feedback on the accuracy of the data for their departments. Once the data is accurate, require that the deans, the department chairs, and faculty in the department develop a plan to address the underrepresentation in their department. The plan must include specific action items, who is responsible for the action item, when it will be</li> </ol>	Data collected and reviewed by the Board, EEO/Diversity Advisory Committee, and appropriate managers. Include data on non-binary options and disability in the next EEO Plan. Application forms updated to include non-binary option. Existence of demographic dashboard.

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		<p>completed, and be organized in pre hiring, hiring, and post hiring components. The plans must be completed by April 2026, The plan will require approval by the District's EEO officer and the Campus President.</p> <p>3). Collect tenure data by race/ethnicity/sex-gender/disability for each of the last three years.</p>	
<b>HIRING</b>			
<p><b>Consistent and ongoing training for hiring committees.</b> <b>(53024.1(c))</b></p>	<p>District Office of Diversity co-leads with Human Resources (in collaboration with District-wide and campus-wide EEO and Diversity Advisory Committees)</p>	<p><u>Year one</u></p> <ol style="list-style-type: none"> <li>1. Develop process for appointing EEO/Equity representatives to all screening/hiring committees. Discuss who should be appointed as EEO/Equity reps. Meet with constituency groups for feedback.</li> <li>2. Update screening committee training to have a greater focus on equity minded hiring. Add to training how to assess an applicant's "sensitivity to and understanding of" diverse students.</li> <li>3. Develop specialized training for EEO/Equity reps and hiring managers.</li> </ol> <p><u>Year two</u></p> <ol style="list-style-type: none"> <li>1. Implement the new screening committee training for members and the new specialized training for EEO/Equity reps and hiring managers.</li> <li>2. Appoint EEO/Equity reps pursuant to new process.</li> <li>3. Develop an online interactive screening committee training to supplement live training.</li> </ol> <p><u>Year three</u></p> <ol style="list-style-type: none"> <li>1. Review effectiveness of the new training and EEO reps. Make needed adjustments.</li> <li>2. Offer online interactive screening committee training.</li> </ol>	<p>During year one, create assessment tools and conduct quarterly assessments to ensure that all preparations for training including topics, logistics, metrics, and trainers are on track for implementation by the beginning of year two.</p> <p>During the first two years when appropriate, but no later than the beginning of the second year, conduct quarterly assessments to ensure that training is being carried out as planned and review participant evaluations to determine effectiveness of training. Make adjustments as necessary.</p> <p>During year three, conduct quarterly assessment to keep refining training topics and training implementation conducted during year one and year two; conduct continuous improvement assessments and planning for future activities based on participant evaluations (<i>keeping track of participant constituencies, demographics, attendance, and job classifications</i>) and recommendations as appropriate.</p>


IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
<b>Maintain updated job descriptions and job announcements.</b> <b>(53024.1(f))</b>			
<b>Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle.</b> <b>(53024.1(g))</b>	Led by Human Resources <i>Vice Chancellor/Chief HR Officer, and the Chancellor</i>	During years one, two, and three: Organize/Calendar training on elimination of bias in hiring and employment at least once every election cycle for Board of trustees	Having trainings calendared on a regular cycle.
<b>Assess "sensitivity to diversity" of all applicants.</b> <b>(53024.1(l))</b>	District Office of Diversity co-leads with Human Resources (in collaboration with District-wide and campus-wide EEO and Diversity Advisory Committees)	See above in regard to adding how to assess sensitivity and understanding training to screening committee training.	N/A
<b>Maintaining updated curricula, texts, and/or course descriptions.</b> <b>(53024.1(n))</b>			
<b>Dedication of specified staff to EEO.</b>	District Office of Diversity co-leads with Human Resources (in collaboration with District-wide and campus-wide EEO and Diversity Advisory Committees)	<u>Year one</u> Three months after the Plan is adopted, develop a training program for potential EEO representatives to serve on screening committees.  Begin recruiting future EEO representatives, and conduct training.  <u>Year two</u> Continue recruiting and training SJECCD employees for serving on screening committees as EEO representatives.	Survey of EEO Reps and hiring committee members (formally and informally) evaluating the effectiveness of the EEO reps.

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		<u>Year three</u> Assess effectiveness of the series, and make necessary adjustments. Decide if it will be an ongoing strategy.	
<b>Incentives for hard-to-hire areas/disciplines.</b>			
<b>Focused outreach and publications.</b>	District Office of Diversity co-leads with Human Resources (in collaboration with District-wide and campus wide EEO and Diversity Advisory Committees),	<u>Year two</u> <ol style="list-style-type: none"> <li>1.               <ol style="list-style-type: none"> <li>a) Develop outreach materials designed to reach monitored groups who were identified as being underrepresented. For particular job categories Latinx, Black and Asian/PI groups were identified as underrepresented. A recruitment handout/brochure specifically designed for each group should be developed with information about the DEIAA efforts of the district/college and the local community.</li> <li>b) In outreach material include diverse faculty and staff in the material so potential applicants can see employee diversity.</li> </ol> </li> <li>2. In year two gather contact information for affinity trade and professional groups (such as the Black Nurses Association, Latino Librarians Association, etc) Send them or post with them job announcements, brochures, offer trainings on how to apply for positions and tips on interviewing. The outreach to professional groups will be in alignment with what underrepresentation was identified in this Plan.               <ol style="list-style-type: none"> <li>a) Develop a specific strategy for recruitment of Women into Skilled Crafts and African Americans into administrative positions. This should be a long term strategy. It may include partnering with unions who represent skilled craft workers, or partnering with HBCU's that graduate individuals in areas such as educational leadership.</li> </ol> </li> <li>3. In year two identify affinity group conferences and plan on having a presence or advertising for positions at these conferences.</li> </ol>	Development of outreach and networking materials, and successful dissemination of materials by year three.

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		<u>Year three</u> 1. Develop a dissemination and outreach plan, may include advertising positions at affinity based conferences, magazines, and materials. Direct contact and communications with university departments that graduate large numbers of Latinx, Black, and Asian/PI graduate students in the disciplines UR has been identified.	
<b>Procedures for addressing diversity throughout hiring steps and levels</b>			
<b>Recruitment efforts and strategies such as:</b> <ul style="list-style-type: none"> <li>• Use of demographic data</li> <li>• Job Fairs</li> <li>• CCC Registry</li> <li>• Relationships with external organizations &amp; colleges</li> </ul>			
<b>ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.</b>			
<b>POST-HIRING</b>			
<b>Conduct campus climate surveys &amp; use this information.</b> <b>(53024.1(a))</b>			



IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Conduct exit interviews & use this information. (53024.1(b))			
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	Led by Human Resources Vice Chancellor/Chief HR Officer, and College Presidents (in collaboration with District-wide and campus-wide EEO and Diversity Advisory Committees, professional development and other entities as appropriate)	<u>Year one</u> 1. Include in orientation/onboarding of all new employees workshops on DEIAA 2. Provide training on the new Title IX regulations that are due to come out in October 2023 or shortly thereafter.  <u>Year two</u> Ensure DEIAA is integrated into District/College sponsored academies, professional development days, district sponsored conferences, master plans, and strategic plans.	Existence of DEIAA workshops during orientation, training conducted on Title IX and DEIAA components if all District/College academies, professional development days and strategic plans.
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))			
Survey applicants who decline offers & use the information. (53024.1(p))			
Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.		See Component 13	

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<b>Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 &amp; 12 of the EEO Plan.</b>		<b>See Component 13</b>	
<b>ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.</b>			

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