

**WORKSHEET FOR YEAR ONE - SCOPE OF WORK
IMPLEMENTING SJECCD'S EEO & DIVERSITY PLAN
(2024-2025: FIRST OF THREE YEARS) - SECTION 1 of 3**

IMPLEMENTATION	TEAM MEMBERS	WHAT & WHEN? YEAR 1	How	Timeline	Status
A. PRE-HIRING					
A1. Provide training to employees, students & trustees.* (53024.1(d))	District Office of Diversity co-leads with Human Resources (in collaboration with District-wide and campus-wide EEO and Diversity Advisory Committees	Year one 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	<ol style="list-style-type: none"> 1. Bring in experts on DEIAA related topics 2. Determine budget 3. Need training done in person because people tend to do other things while attending Zoom meeting. 5. How often are training sessions held? 6. How long are the training sessions? 7. What is the budget to hold these sessions 8. Hold mock sessions via role-playing 9. Meet with constituency groups per their October calendars 10. Engage the Campus DACs (their calendars for October and beyond) 		September 30, 2024: DEIAA Training Topics presented for further considerations (please see attachment in Section 3 of 3).
Training Series		Training Topics for DEIAA Series		November	
		1 <i>How to teach in a culturally relevant/affirming manner</i>			
		2 <i>Bias training</i>			
		3 <i>How to be DEIAA focused manager</i>			
		4 <i>How to work in a diverse environment (Teaching, Managing, Interacting with all employee groups).</i>			
		5 <i>How to get along with peers</i>			

	6	<i>Survey (five questions) so we know how to proceed for the District by asking: a. - What is your knowledge & understanding of DEIAA? b. - What is the definition of DEIAA?</i>	Definition for DEIAA (September)	September	
	7	Title IX Training: at August 2024 and January 2025 PDDs			
	8	Pronouns, gender, and sexuality (Concept of pronouns to acknowledge differences)	Work with A&R and IT for pronouns		
	9	Communicate respectfully and not offensively.			
	10	How to improve on remembering students' names			
Metrics & Review					
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.		Create assessment tools based on training topics		December	
		Conduct assessments			
		Establish training timeline & budgets		Feb-25	

<p>A2. Convey in publications and website the district's commitment to diversity & EEO. (53024.1(j))</p>	<p>District-wide EEO & 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>Year two 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>A2. Publications & Websites</p>		<p><u>By Year 2</u></p>		<p>Jul-25</p>	
	<p>1</p>	<p>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.</p>			
	<p>2</p>	<p>Determine budget and process for approval.</p>			

A3. Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.	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, and other entities as appropriate)	Year one and two 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 for which they will lead and be responsible.			
		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)			Has been done for SJECCD. Has been updated and presented to the Unions. Evaluation for classified professionals and faculty. DEIAA Training. Managers' tools. DEIAA language updated last year.
		2 Create an initiative where the Chancellor and Presidents adopt a DEIAA goal or initiative each year for which they will lead and be responsible.			
Metrics & 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.			
A4. Collect additional data and drill down into the data to better pinpoint where UR and adverse impact exist, and the causes of UR	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>Year One:</p> <ol style="list-style-type: none"> 1) Continue longitudinal/trend data for employee demographics, applicants, and hires over a period of years. Complete by end of year one. 2) Begin collecting data on employees with disabilities to be included in the Plan 3) Collect and analyze what percentage of full-time faculty hires come from the adjunct ranks, cover a 3-5 year period. 4) Begin collecting non-binary gender data, change application forms, begin collecting data in year two of the plan. 5) Collect data on the race/ethnicity and gender of faculty who have retired in the last 3-5 years. 6) Reassess the "Other" category to determine how to count individuals who state they have two or more races. 			<p>Invite college presidents to DAC meeting.</p> <p>Elvira will communicate with her team regarding data.</p> <p>Start collecting data now (non-binary gender, disabilities).</p> <p>Need at least to start with non-binary gender.</p> <p>Need two or more races.</p> <p>Launch data at spring PDD for District employees.</p> <p>Plan at the November meeting.</p> <p>Work with different groups including District Council in the next two meetings to put together the survey and questions for spring PDD, in time for the June Board report.</p> <p>We need two meetings per month to get things done.</p> <p>Have this topic at the last meeting in October and first meeting in November.</p>
DATA					

	1	Continue longitudinal/trend data for employee demographics, applicants, and hires over a period of years. Complete by end of year one.			
	2	Begin collecting data on employees with disabilities to be included in the Plan			
	3	Collect and analyze what percentage of full-time faculty hires come from the adjunct ranks, cover a 3-5 year period.			
	4	Begin collecting non-binary gender data, change application forms, begin collecting data in year two of the plan.			
	5	Collect data on the race/ethnicity and gender of faculty who have retired in the last 3-5 years.			
	6	Reassess the "Other" category to determine how to count individuals who state they have two or more races.			
Metrics & Review					
		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.			

<p>A5. Increase Recruitment Outreach addressing underrepresentation analysis such as Latinx faculty recruitment and other underrepresented groups through focused engagement with graduate schools</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>Year One</p> <ol style="list-style-type: none"> 1. Identify areas of underrepresentation for particular positions 2. Identify strategies that best address underrepresentation for particular positions 			<p>Will have under-represented data ready in late fall 2024 at the September meeting. Plan to implement other recruitment strategies for graduate students, classified professional to get into teaching or management jobs. Look into the unions. Identify underrepresentation and strategies.</p>
		<ol style="list-style-type: none"> 1 Identify areas of underrepresentation for particular positions 			
		<ol style="list-style-type: none"> 2 Identify strategies that best address underrepresentation for particular positions 			
<p>Metrics & Review</p>					
		<p>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.</p>			

<p>A6. Affinity Groups: Provide support for affinity groups and include them, as appropriate, when requesting feedback from constituency groups</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>Year one Meet with affinity groups, inquire into their needs and interests. Develop support mechanisms, which can include a yearly budget item that is approved by the funding source for each group and/or some other support (for example, fund a leadership/DEIA yearly conference organized by the affinity groups, or access to resources, or office space, etc.)</p>			<p>Currently affinity groups in the District include TABE, "APIDA", LEA, EPA (Employee Pride Association). Support affinity groups – currently without funding. Develop a yearly budget for leadership development. How to lift our employees to higher positions. How do our employees stay (retention). Need to create a Districtwide Latinx Association. Identify needs and provide support (financially and otherwise). Childcare support is needed. Implementation for the rest of the year. Retention. Get from graduate schools for faculty and for current employees.</p>
<p>Metrics & Review</p>					
		<p>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.</p>			

B. HIRING					
B1. Consistent and ongoing training for hiring committees. (53024.1(c))	District Office of Diversity co-leads with Human Resources (in collaboration with District-wide and campus-wide EEO and Diversity Advisory Committees)	<p>Year one</p> <p>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.</p> <p>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.</p> <p>3. Develop specialized training for EEO/Equity reps and hiring managers.</p>			
		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.	EEO Reps. October 7th meeting. Discuss EEO Rep. (or Dec. meeting).		
		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.			
		3 Develop specialized training for EEO/Equity reps and hiring managers.			
Metrics & Review					

		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.			
B2. Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))	Led by Human Resources Vice Chancellor/Chief HR Officer, and the Chancellor	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.			
Metrics & Review					
		Having trainings calendared on a regular cycle.			
B3. Assess "sensitivity to diversity" of all applicants. (53024.1(l))	District Office of Diversity co-leads with Human Resources (in collaboration with District-wide and campus-wide EEO and Diversity Advisory Committees)	How to assess sensitivity and understanding training to screening committee training.			

B4. Dedication of specified staff to EEO.	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.		7-Oct	
Metrics & Review					
		Survey of EEO Reps and hiring committee members (formally and informally) evaluating the effectiveness of the EEO reps.			
B5. Focused outreach and publications.	District Office of Diversity co-leads with Human Resources (in collaboration with District-wide and campus wide EEO and Diversity Advisory Committees)			Year 2	

<p>B6. Recruitment efforts and strategies such as:</p> <ul style="list-style-type: none"> • Use of demographic data • Job Fairs • CCC Registry • Relationships with external organizations & colleges 	<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>Year One Review and identify additional activities and resources necessary for improving recruitment efforts including the use of demographic data, job fairs, CCC Registry, and relationships with additional external organizations and colleges to address under-representation. Create evaluation measurement metrics for recruitment efforts and strategies.</p>			
		Review and identify additional activities and resources necessary for improving recruitment efforts including the use of demographic data, job fairs, CCC Registry, and relationships with additional external organizations and colleges to address under-representation.			
Metrics & Review					
		1 Using established assessment / evaluation instrument to measure progress and success every six months.			
		2 Create evaluation measurement metrics for recruitment efforts and strategies.			

C. POST-HIRING					
C1. Conduct campus climate surveys & use this information. (53024.1(a))	District Office of Diversity co-leads with Human Resources (in collaboration with Research and Institutional Effectiveness, District-wide and campus wide EEO and Diversity Advisory Committees)	Year One 1. Establish a team including Campus and District’s leaders for leading this effort. 2. Create survey instrument and procedures with activities timelines . 3. Create evaluation measurement metrics.		17-Mar-25	
		Establish a team including Campus and District’s leaders for leading this effort.			
		Create survey instrument and procedures with activities timelines.			
		Create evaluation measurement metrics.			
Metrics & Review					
		Using established assessment / evaluation instrument to measure progress and success every six months.			

<p>C2. Establish Hiring Procedures and Outreach Activities as appropriate pursuant to Component 12</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>Year One Draft procedures</p>	<p>April meeting</p> <p>Conversation on “sensitivity.”</p> <p>Example: Talking with another person in a non-English language while one or more persons in the group do not know that language could be interpreted as lack of sensitivity. It is recommended that translation be provided so others may know what is being said as a demonstration of sensitivity.</p>		
		<p>Draft procedures</p>			
<p>C3. Professional development, mentoring, support and leadership opportunities for new employees.</p>	<p>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)</p>	<p>Year One</p> <ol style="list-style-type: none"> 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. 	<p>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.</p>		
		<p>1 Include in orientation/onboarding of all new employees workshops on DEIAA</p>			

	2	Provide training on the new Title IX regulations that are due to come out in October 2023 or shortly thereafter.			
Metrics & Review					
		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.			

SUMMARY (Section 2 of 3)

A. PRE-HIRING	No.	Topic/Description	Activities		Metrics & Review
	A.1	Training	Training Topics for DEIAA Series		Create Assessment Tools
	A.2	Publications & Websites	Create District-wide task force for naming...		
	A.3	CEO & Administrator Performance Goals	DEIAA Goals and Criteria for evaluations and tenure review		Create Assessment Tools
	A.4	Data	Collect longitudinal data		
	A.5	Recruitment Outreach	Particular positions		Create Assessment Tools
	A.6	Affinity Groups	Meet and identify needs		Create Assessment Tools

B. HIRING					
	B.1	Training for Hiring Committees	Develop process for appointing & training EEO/Equity Representatives		
			Update screening committee training		
	B.2	Board Training on Elimination of Bias			
	B.3	Assess Sensitivity to Diversity	How to assess sensitivity to diversity		
	B.4	Dedication of specified staff to EEO	Recruit future EEO representatives		Survey to evaluate effectiveness of EEO Reps
	B.5	Focused outreach and publications			
	B.6	Recruitment efforts and strategies	Data, Job Fairs, CCC Registry, additional external organizations, metrics		Instrument to measure progress
C. POST-HIRNG					
	C.1	Campus Climate Survey	Create instrument,procedures, timelines		Evaluation metrics
	C.2	Establish Hiring Procedures and Outreach Activities	Draft Procedures		
	C.3	Professional Development	Orientation		
			Training on Title IX Regulations		

Agenda & Meeting Minutes (Section 3 of 3)

Date		Agenda	Minutes		
17-Jul-24		https://sjeccd.edu/sites/default/files/documents/EEO.AGENDA%20for%20RETREAT-DistrictwideEEO-DiversityAdvisoryCommitteefor2024July17.830AM%20to%202PM.pdf	https://sjeccd.edu/sites/default/files/documents/EEO-DIVERSITY.MINUTES%20of%20RETREAT-DistrictwideEEO-DiversityAdvisoryCommittee2024July17.830AM%20to%202PM.pdf		
30-Sep-24		https://sjeccd.edu/sites/default/files/documents/EEO.AGENDA%20for%20DistrictwideEEO-DiversityAdvisoryCommitteefor2024September30.3PMmeeting.pdf	https://sjeccd.edu/sites/default/files/documents/EEO.MINUTES%20for%20DistrictwideEEO-DiversityAdvisoryCommitteefor2024September30Meeting.pdf		
	Tab below sheet "DEIAA Training Topics 2024Spt30	Diversity, Equity, Inclusion, Anti-racism, and Accessibility (DEIAA) Training Topics			
		A. Diversity			
			1. Understanding Diversity		
			2. Cultural Competency		
			3. Identity and Intersectionality		
			4. Generational Diversity		
		B. Equity			
			1. Understanding Equity vs. Equality		

			2. **Equitable Recruitment and Hiring Practices**		
			3. **Pay Equity and Compensation**		
			4. **Building an Equitable Workplace Culture**		
		C. Inclusion			
			1. **Creating Inclusive Work Environments**		
			2. **Inclusive Leadership** :		
			3. **Inclusive Communication** :		
			4. **Belonging and Employee Engagement** :		
		D. Anti-Racism			
			1. **Understanding Systemic Racism**		
			2. **Anti-Racism Strategies**		
			3. **Allyship in Anti-Racism**		
			4. **Addressing and Overcoming Bias**		
		E. Accessibility			
			1. **Understanding Disability and Accessibility**		
			2. **Creating an Accessible Workplace**		
			3. **Inclusive Design for Products and Services**		
			4. **Disability Etiquette and Awareness**		
		F. Intersectional Topics			
			1. **Gender and Racial Equity**		
			2. **Mental Health and Inclusion**		
			3. **LGBTQ+ Inclusion** :		
			4. **Power, Privilege, and Accountability**		
		G. Action-Oriented Topics			
			1. **Building DEIA Action Plans**		
			2. **Addressing Resistance to DEIA Initiatives**		
			3. **Measuring DEIA Success**		

28-Oct-24

<https://sjeccd.edu/sites/default/files/documents/EEO-AGENDA%20for%20DistrictwideEEO-DiversityAdvisoryCommitteefor2024October28Monday.3PMmeeting.pdf>