



California Community Colleges



EEO Plan Essentials for Districts: A High-Level Overview of the 13 Components

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Today's Presenters

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Today's Agenda

- EEO Plan Components Overview
- Strategic EEO Plans
- Recommendations





Section One

EEO Plan Components Overview

Component One: Introduction

- Recommended, not required
- State the intent
- Connect to mission
- Impact on equitable student success
- State plan adoption and coverage dates (required)

Component Two: Definitions

- Recommended, not required
- Clarity
- Transparency
- Shared vocabulary
- Include Title 5, section 53001 terms
- Review and update at least annually

Component Three: Policy Statement

- Recommended, not required
- Title 5, section 53002 – Governing Board must adopt an EEO policy statement
- Inclusion conveys importance
- Demonstrates implementation
- Link to nondiscrimination policies
- Foundation for achieving diversity, equity, inclusion, accessibility

Component Four: Delegated Responsibility

- Required
- Title 5, section 53003(c)(3) – EEO plan must name the designated employee with the day-to-day responsibility and authority for implementing the plan and assuring Title 5 compliance
- Responsibility and authority of:
 - Board of Trustees
 - Chancellor or Superintendent/President
 - Equal Employment Opportunity Officer
 - EEO Advisory Committee
 - Other agents of the District

Component Four: Delegated Responsibility

- Key Requirements: Title 5, section 53003(a)
- EEO Plan must be developed in collaboration with the advisory committee
- EEO Plan must be adopted by the Board at a regular meeting as a separate action item (not on a consent agenda)
- EEO Plan must have a three-year term
- EEO Plan must be revised as appropriate during the term
- EEO Plan must be submitted to the CCCCO for preliminary review and feedback at least 90 days before it goes to the Board for approval

Component Five: EEO Advisory Committee

- Recommended, not required
- Title 5, section 53005 – District must establish an EEO Advisory Committee
- Assists in developing, revising, and implementing EEO programs
- Define:
 - Committee's role
 - Composition and selection procedures
 - Diverse composition (must include students!)
 - Meeting frequency
 - Training requirements for members and Board

Component Six: Complaint Procedure

- Required
- Title 5, section 53003(c)(4) – EEO plan must describe procedure for filing complaints under section 53026
- Mirrors employment-based discrimination complaints under section 59300 et. seq.
- Commitment to identifying and resolving EEO concerns
- Encourage proactive engagement with the District

Component Seven: Employee Notice

- Required
- Title 5, section 53003(c)(5) – All employees must be notified of the provisions of the EEO plan and policy statement
- Demonstrate importance and commitment
- Multiple notifications
 - Application process
 - Initial onboarding
 - Periodic reminders and trainings
 - Post online

Component Eight: Training Requirement

- Required
- Title 5, section 53003(c)(6) – All employees involved in recruitment, screening, and selection processes must receive appropriate training
- Prepare people to deliver on plan objectives
- Required Elements
 - Federal and state nondiscrimination laws
 - Educational benefits of workforce diversity
 - Elimination of bias in hiring decisions
 - Best practices for screening committee participation
 - Training frequency

Component Nine: Annual Written Notice

- Required
- Title 5, section 53003(c)(7) – Districts must describe the process for providing annual written notice of its EEO Plan and request assistance with applicant recruitment to appropriate community-based and professional organizations
- Build relationships
- Cultivate community
- Solicit support
- Engage broadly

Component Nine: Annual Written Notice

- Key Requirements
- Include organizations capable of referring diverse candidates to address underutilization
- Include organizations capable of referring qualified candidates for positions within areas with underutilization
- Follow-up and assess outcomes
- If current outreach is unsuccessful, continue to build relationships with other organizations

Component Ten: Collecting Data and Conducting Longitudinal Analyses

- Required
- Title 5, section 53003(c)(8) – District must have a process to gather information and periodic, longitudinal analysis of employees and applicants
- Identify barriers to workforce diversity within application, screening, and selection processes
- EEO data analyses are essential for strategic planning and action
- Prioritize use of limited resources

Component Eleven: Identify Underutilization

- Required
- Title 5, section 53003(c)(9) – District must describe how it will use data available from reliable public and private sources to identify underutilized monitored groups within job categories
- Define “diversity” quantitatively
- Identify current gaps in workforce diversity
- Prioritize outreach and recruitment efforts

Component Twelve: Address Underutilization

- Required
- Title 5, section 53003(c)(10) – District must identify methods it will use to address underutilization
- Underutilization must be understood in the context of applicant pool demographics, longitudinal analysis findings, and qualitative assessments
- Develop a theory of change
- Implement strategies within a broad scope of recruitment efforts

Component Thirteen: Multiple Methods Integration

- Required
- Title 5, section 53003(c)(1) – District must identify specific pre-hiring, hiring, and post-hiring strategies reasonably expected to positively impact workforce diversity and address underutilization and/or adverse impact
- Ensure equity in procedures
- Proactively create conditions that support workforce diversity
- Improve student and employee outcomes



Section Two

Strategic EEO Plans

Strategic Thinking, Strategic Action

- Strategic thinking – intentional, future-oriented analyses of interdependent variables and complex systems to anticipate future trends and achieve long-range goals
- Imagine the future state we want to achieve
- What needs to be true to make it possible
- How might conditions change and how will we adapt
- How will we allocate resources
- How will we assess our progress and adjust

Strategic Thinking, Strategic Action

- Strategic action – progression of specific, measurable actions which lead to attainment of long-range goals and impact
- Incremental steps
- Resource alignment
- Individual and organizational accountability
- Agile

Strategic Thinking, Strategic Action

- Components 1-12 are the inputs
- Component 13 is the output
- Increased equity in access, equity in success, and equity in support are the outcomes
- Mission fulfillment and vision attainment are the goals
- Community-level improvement is the impact

Recommendations

- Start with data
- Create shared understanding
- Create a vision
- Collaborate
- Communicate
- Assess
- Revise

Recommendations

- Component 1 – Introduction
 - Clear, concise, coherent purpose
 - Answer the questions: what is this, why do we have it, why does it matter, what will it achieve
- Component 2 – Definitions
 - Shared understanding starts with a shared vocabulary
 - Stay current!
- Component 3 – Policy statement
 - Beyond legal compliance
 - Frame the desired culture

Recommendations

- Component 4 – Delegated Responsibility
 - Answer the questions: who owns this work, how do I engage, how do I help institutional accountability?
 - Clear, specific, current
- Component 5 – Advisory Committee
 - Cultivate holistic understanding through diverse perspectives
 - Collaborative, creative, consequential
- Component 6 – Complaint Process
 - Protect people, not institutions
 - Essential feedback

Recommendations

- Component 7 – Policy Distribution
 - If people don't know about it, it doesn't exist
 - If people don't use it, it doesn't exist
 - If people don't benefit from it, it doesn't exist
- Component 8 – Training Requirement
 - Create understanding, build skills, empower inclusive participation
 - Compliance without impact is failure
- Component 9 – Annual Notice
 - Relationships, not advertisements

Recommendations

- Component 10 – Data Collection and Analysis
 - Consistent, accurate, measurable, meaningful
 - Tune in tomorrow!
- Component 11 – Underutilization
 - Define “diversity” locally
 - Know your workforce
 - Tune in tomorrow!
- Component 12 – Addressing Underrepresentation
 - Why do we think what we’re doing will improve our outcomes?
 - Tune in tomorrow!

Recommendations

- Component 13 – Multiple Methods Integration
 - Systems-level change
 - Culture change
 - How do we create a college capable of adapting to meet the needs of each student instead of asking each student to adapt to survive our college
 - Tune in tomorrow!



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Thank you!

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