



2022 REPORT

2022 Equal Employment Opportunity (EEO)/Diversity Best Practices Handbook

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor

2022 EQUAL EMPLOYMENT OPPORTUNITY (EEO)/DIVERSITY BEST PRACTICES HANDBOOK

Prepared By

California Community Colleges Chancellor's Office

FOREWORD

Dear colleagues,

The 2022 Equal Employment Opportunity (EEO) Handbook is a tool to advance the cultural transformation of the largest system of public higher education and one of the largest employers in California. The updated handbook is the cumulative effort of decades of courageous and intentional leadership to ensure equitable student educational opportunity and success. This handbook affirms the role of EEO in student success and the shared institutional responsibility of every member of a community college district and campus, to uphold EEO policies, procedures and practices.

This evolution was made possible by the leadership of the Board of Governors (Board) who requested the Chancellor's Office to establish a Faculty Diversity Task Force (renamed the Vision for Success Diversity, Equity and Inclusion Taskforce) to identify strategies to increase the racial and ethnic diversity of the California community college workforce. In 2019, the taskforce met over a six-month period and proposed a set of recommendations outlined in the [Diversity, Equity and Inclusion \(DEI\) Integration Plan](http://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf) (www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf). In September 2019, the Board reaffirmed its commitment to increasing the racial and ethnic diversity of the faculty and staff in our system with the adoption of the DEI Integration Plan, which outlined the implementation strategy for the 68 recommendations to recruit, retain, and support faculty and staff of color. This commitment is also codified in § 51201 Statement on Diversity, Equity, and Inclusion in the California Community Colleges. The DEI Integration Plan was designed to establish state-level enabling conditions for colleges to engage in culture changing activities that address systemic inequities around hiring, retention, and support for faculty and staff of color in the California Community College system. In 2020, the Board took action to establish the DEI Implementation Workgroup (which evolved into the Diversity, Equity, Inclusion and Accessibility Implementation Workgroup in 2021), to advance, lead and inform the implementation of the DEI Integration Plan. Following the murder of George Floyd and the racial reckoning that ensued that year, the Chancellor's Office issued a ["Call to Action"](http://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family) (www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family) that called on local leaders to be courageous and take action against structural racism by shortening the time frame for full implementation of the DEI Integration Plan recommendations

Over the last two years, the DEIA Implementation Workgroup has been intentional in the design of tools, resources, and guidance for the field to use to guide local culture change through the adoption and creation of sustainable equity-centered policies and practices at the campus and program level systemwide. Through a collaborative and coordinated effort with the Chancellor's Office, EEO and Diversity Advisory Committee (EEODAC) and leaders from the statewide associations represented on the workgroup and other stakeholders, the DEIA Implementation Workgroup focused on advancing equity by developing professional development opportunities to upskill our faculty, staff, administrators, and trustees through online learning modules on implicit bias and cultural competency; equity-focused hiring and retention practices and procedures; and a comprehensive student grievance process that empowers the student voice. The workgroup also informed and co-designed Title 5 regulatory changes to the EEO template plan, funding allocation, and the Best Practices Handbook;

and a set of DEIA competencies and criteria with corresponding Title 5 regulatory changes to establish clear expectations for all employees in our system through necessary behaviors, skills, and knowledge needed to teach and lead in our diverse system.

We encourage district and campus leaders to reference this handbook as a resource and source of inspiration of what is possible. The 2022 Handbook will be instrumental to the submission of updated district EEO Plans, which will ask districts and local communities to use the EEO Plan as a multi-year planning tool to diversity their workforce. In this planning, it will be essential to connect EEO to community college campus climate, classroom experiences and student outcomes.

It is our collective hope that this handbook is a resource for our system and inspires many of you to innovate. We look forward to featuring your innovation and adaptations of promising practices that your colleagues are leading, in future iterations of this handbook. Thank you for leading the way and connecting this work to the success of our California Community College students and the millions of Californians who will look to our system for opportunity and optimism.

Sincerely,

A handwritten signature in black ink that reads "Daisy Gonzales". The signature is written in a cursive, flowing style.

Dr. Daisy Gonzales
Deputy Chancellor

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COMMUNITY COLLEGES



Contributing Model Institutions

American River College

Cerritos Community College District

Chabot Las Positas Community College District

Compton Community College District

Fresno City College

Glendale Community College District

Grossmont Cuyamaca Community College District

Hartnell Community College District

Imperial Community College District

Los Angeles Community College District

Los Rios Community College District

MiraCosta Community College District

Mt. San Jacinto Community College District

North Orange Community College District

Ohlone Community College District

Palomar Community College District

Pasadena Community College District

Rancho Santiago Community College District

San Diego and Imperial Counties Community College Association

San Diego Community College District

San Joaquin Delta College District

San Jose Evergreen Community College District

Santa Barbara Community College District

Santa Rosa Junior College

Sierra Community College District

Southwestern Community College District

West Valley-Mission Community College District

Glossary of Terms

A Glossary of Terms can be found on the [California Community Colleges Chancellor's Office website](#).

EEO/Diversity Best Practices

Increasing diversity in faculty, staff, and administrators centers around the hiring process. Each phase of the hiring process has opportunities to inject practices that affect the diversity outcomes of new employees. The EEO/Diversity practices are categorized in three areas: Pre-Hiring, Hiring and Post-Hiring.

PRE-HIRING

Practices that demonstrate diversity, equity, and inclusion are core values within the organizational culture are key to attract employees from a wide array of diverse backgrounds. Job seekers conduct research of a potential future employer by first searching their web site for resources. The mission statement, goals, master plans, and general web content provides a first impression of the organization's culture and gives a sense of the commitment towards diversity. The absence of DEI intergration could impede the building of a diverse applicant pool for any job opening. These practices not only exemplify that there is a deep commitment to diversifying the applicant pool, they have been provent to be effective in hiring outcomes.

The budget for pre-hiring diversity, equity, and inclusion programs and initiatives come from a combination of funding sources. Districts utilize their annual Equal Employment Opporutnity as these programs align with their District EEO Plan goals. Additional resources may come from Student Equity and Achievment funding if there is a program component that impacts student success, basic skills development, and student equity. Districts utilize funding from their foundations and local partnerships with other public institutions or private corporations. The District general fund allocated for professional development or DEI is another mechanism to fund diversity and EEO programs.

INTERNSHIP PROGRAMS

Internship Programs focused on Diversity, Equity and Inclusion (DEI) have proven to be an effective diversity practice. By participating in these valuable learning opportunities, a pipeline is created to supply the workforce with future leaders of the organization. On-the-job experiences with faculty and staff allows for an immersion of being part of the college culture where relationships and professional networks can develop organically. A DEI focus allows for more innovation, creativity and broad perspective, that will increase the competitive advantages for community college students. The sections below provide you examples of internship program models from our colleges.

San Diego and Imperial Counties Community College Association

The [San Diego/Imperial County Community College Association](#) (SDICCCA) Regional Fellowship Program is a major cooperative initiative between the SDICCCA and San Diego State University (SDSU). The purpose of the program is to identify, recruit, train and support prospective community college classroom, library and counseling faculty as well as those interested in student success and equity positions in their pursuit of part-time and full-time employment within community colleges in the region while contributing to the creation of a more diverse faculty on our campuses. The program requires fellows to enroll in post-graduate courses through SDSU College of Extended Studies, attend 10 seminars throughout the year and meet with a mentor for 6-10 hours per week. The program has been highly recognized by San Diego County and Imperial County communities as one of the most effective training programs for community college faculty for more than 20 years. It has also been recognized by the California Community College Chancellors Office (Chancellor's Office) for its contribution to diversity. Partnerships include 10 community colleges in San Diego, Imperial and Riverside counties.

SDICCCA was formed in 1963 as a model of cooperation among public institutions of higher education. The aim of this organization is to identify issues of concern and to implement mutually beneficial programs and projects in the region. The support of the SDICCCA Presidents has been invaluable in contributing to the success of this fellowship program.

The program is managed by a Steering Committee comprised of one campus coordinator from each of the participating colleges. A San Diego State University regional director leads the Steering Committee, oversees group training sessions for fellows, and works with both mentors and fellows to confirm a positive learning experience. The Steering Committee provides input to the regional director on the content of each of the learning experiences and the processes for selecting fellows.

Program Goals & Outcomes

SDICCCA strives to:

- Introduce industry professionals, graduate students and students recently completing their master's degree, to the community college environment and student population.
- Arrange successful mentoring relationships that support the development of fellows and mentors as master counseling, library or classroom faculty members.
- Provide training for fellows emphasizing assessment of student learning outcomes, strategies for providing students with basic skills, and strategies to engage a diverse population of adult learners in the learning process.
- Describe job search techniques as well as address important issues regarding community college policy and decision-making.
- Nurture the highest levels of integrity and ethics in every aspect of the fellow's professional life.
- Create a database of current and former fellows to enable participating community colleges to recruit for part-time and full-time faculty positions.
- Introduce industry practitioners to the community college environment as they complete degrees that would qualify them to teach at community colleges.
- Evaluate the program and disseminate information about the program to interested parties.

SDICCCA Faculty Fellowship: Fellow Learning Outcomes

Each SDSU Continuing Education course includes specific student learning outcomes. On a broader spectrum, at the end of this program fellows will be able to:

- Articulate their strengths and areas needing development in order to be successful as a part-time or full-time counseling, library or classroom faculty member.
- Network professionally among the local community colleges.

- Garner working, professional relationships with faculty and staff in the SDICCCA region.
- Create a realistic, five-year professional plan for counseling, librarianship or classroom teaching.

*Measurable Outcomes: In 2020-21 approximately 50% of participants (13 out of 26) in the SDICCCA faculty fellowship program received an offer to a paid college assignment during or by the end of the program.

Los Rios Community College District

Since it first began in 1989, the [Los Rios Community College District Faculty Diversity Internship Program](#) (FDIP)—a teaching and learning experience—has provided high quality learning opportunities for diverse faculty interns and students alike. The program is instrumental in developing a talented and dynamic pool of community college instructors who mirror the diversity of our student population which encompasses people with different cultural, ethnic, gender, gender identity, sexual orientation, physical ability, academic preparation, learning style and socioeconomic backgrounds.

The FDIP is uniquely designed to:

- Attract & recruit qualified faculty who mirror the racial & ethnic diversity of the district's service area.
- Provide mentoring and training opportunities for prospective faculty.
- Provide members of racially minoritized groups with models of their own race, ethnic and cultural background with whom they can identify and recognize as examples of occupational achievement.

*Measurable Outcomes: To date, 936 interns have completed the Los Rios Community College District FDIP in the past 22 years. Approximately 29% were hired as adjunct faculty and 14% as tenure track faculty by the district. The Los Rios Community College District FDIP has a track record of successful outcomes and continues to thrive each year.

West Valley-Mission Community College District

<https://wvm.edu/services/hr/FDIP/SitePages/Home.aspx>

The [West Valley-Mission Community College District Faculty Diversity Internship Program](#) (FDIP), a paid internship, has proven to be an effective means of providing high quality learning opportunities for faculty interns and enhancing the educational needs of our multicultural students.

The FDIP has two components: (1) 30 hours of community college faculty training in the fall/spring and (2) hands-on experience in an educational setting with a faculty mentor during the fall and spring semesters. The training content includes:

- Curriculum, Instruction and Assessment
- Theory and Practice

- Effective Teaching and Classroom Communication Strategies
- Diverse Learning Styles
- Interview Tips and Tricks

The FDIP Institutes provide interns with a foundation in pedagogy as well as techniques, skills and best practices for the classroom. The program is designed to give interns the fundamental theories and skills necessary to be successful in the community college setting. This program dedicates time to prepare interns for applying for faculty positions within the district and/or other California community colleges.

The fall and spring semesters are a time for interns to immerse in campus events and activities to help cultivate and promote understanding of the various responsibilities of our faculty, staff and students. All interns have the opportunity to meet with the College Executive Management Team, vice presidents, department deans and chairs, and various other stakeholders that work to support our mission, vision and values.

*Measurable Outcomes: To date, two cohorts have completed the FDIP in two years. Eight of the 24 interns, or 33%, were hired as faculty by the district. In addition, West Valley College and Mission College earned a commendation from Accreditation Commission for Community and Junior Colleges (ACCJC). The district was commended for its creation of processes, programs and services to increase faculty equity and diversity, consistent with its mission, including implementation of the Faculty Diversity Internship Program and EEO planning.

Glendale Community College District

The [Glendale Community College District Faculty Diversity Internship Program](#) (FDIP) trains and prepares interns interested in teaching at a community college for future faculty employment opportunities. The intent of the program is to increase the pool of potential candidates that reflect the diversity of our student population in the local community, greater Los Angeles area and internationally. The program offers professional development workshops on various instructional related topics and classroom training under the guidance of a mentor in a specific discipline. Refer to the [Minimum Qualifications List](#) (pdf) to review qualifications for each discipline. Applications will be accepted for all disciplines including, but not limited to, the following areas: Biology, Chemistry, Nursing, Economics, English, English as a Second Language (ESL), Marketing, Math, Music, Social Sciences, Sociology, and Speech/Communications.

The program is not available for counseling interns.

The Faculty Internship Program is a seven-month program that begins in June and concludes in December. Interns are required to participate in ALL remote activities, which include weekdays and Saturdays. The professional development activities include:

Summer Training Institute

The Summer Training Institute includes an orientation, workshops, preparation for teaching internship, and meetings with a mentor. There are a minimum of five (all day) training sessions which will be held during the week and Saturdays.

Fall Teaching Internship

The Fall Teaching Internship includes class observation, classroom activities (under the supervision of the mentor) which include preparing and teaching course topics and grading papers. During this time, the intern will also attend campus activities and meetings with a mentor. The days and times will vary. There are a minimum of sixteen (16) classroom sessions required with the mentor.

*Outcome: A total of 24 interns have graduated from the program over five years. Eleven out of the 24 interns, or 46%, have taught or are still teaching at a community college in Southern California since completing the program.

Rancho Santiago Community College District

The Rancho Santiago Community College District is committed to building an inclusive educational community that is reflective of those with whom we teach, engage and collaborate.

To encourage a robust applicant pool of candidates seeking employment, the Rancho Santiago Community College District (RSCCD) has established [The Rancho Academy](#), in order to broaden the spectrum of skills-building in an effort to create cohorts of potential employees whose understanding and application of diversity principles will be elevated above the average candidate.

Through specialized trainings, mentorship and career development, future employees and leaders will efficaciously be challenged and encouraged to expand the dimensions of knowledge on careers in the California Community Colleges.

This initiative is supported by the Board of Trustees efforts to recruit and prepare cohorts who seek a career in the California Community Colleges.

As a Hispanic Service Institution (HSI) the Rancho Santiago Community College District is committed to the goal of advancing diversity, equity, and inclusion. This initiative focuses on recruitment and retention of diverse faculty, students, and staff. The foundation for our diversity goals communicates the critical role that all individuals contribute to creating a more inclusive culture.

The Rancho Academy program outcomes include:

- Developing young faculty leaders so that they understand the California community college system
- Mentoring cohort members and build a community of knowledgeable professionals
- Championing the graduates with community colleges around California
- Celebrating when graduates accept their future positions on a campus

In order to achieve these goals, the Rancho Academy has constructed a 10-week program with both synchronous and asynchronous instruction and guidance. At the end of the program, graduates are featured on the RSCCD Diversity Initiative page under “Hire Our Graduates”. This prominent exposure allows the Rancho Academy graduates to advertise to potential community colleges throughout California. Lastly, RSCCD sponsors interested

graduates through the @ONE Online Teaching Certificate. This certificate ensures that Rancho Academy graduates are ready to teach online, which increases their potential for employment as well as adding to their professional development.

The Rancho Academy has attracted and recruited a diverse pool of future community college faculty. The demographics are as follows:

- 16% identify as Caucasian
- 50% identify as Latinx
- 14% identify as Asian American Pacific Islander
- 9% identify as African American
- 2% identify as Native American or Indigenous
- 6% identify as Other
- 3% identify as Multicultural/Multiracial

In January 2022, the 2020 and 2021 alumni cohorts were surveyed. The demographics of those who responded are:

- 32% identify as Latinx or Hispanic
- 22% identify as Caucasian
- 20% identify as Asian
- 8% identify as African American
- 3% identify as Native American or Indigenous
- 12% identify as Multicultural/Multiracial

*Measurable Outcomes: From October 2020 to December 2021, six cohorts with a total of 123 participants have completed the The Rancho Academy.

North Orange Community College District

Diversity and Inclusion Faculty Fellows Program

Each campus has a Diversity and Inclusion Faculty Fellow who is assigned to the [District Office of Diversity and Compliance](#). In 2020-21, the Diversity and Inclusion Faculty Fellows Program completed its fourth year at the North Orange Community College District (NOCCCD). Diversity and Inclusion Faculty Fellows assist the Office of Diversity and Compliance with the goals of diversifying faculty and providing professional development in the areas of Diversity, Equity, Inclusion and Anti-Racism (DEIA). The Fellows organize the Pluralism, Inclusion, and Equity Series, the Infusing Diversity, Equity & Inclusion In the Curriculum Seminar, and the Future Instructor Training (intern) Program. Fellows also act as informal liaisons with the Academic Senates and provide the Office of Diversity and Compliance with faculty perspectives. The

Fellows are well respected faculty, who have had leadership roles in their respective colleges. The preference is to hire tenured faculty, who consequently are more likely and able to address sensitive issues. The Fellows are on professional expert contracts and work 10-20 hours a week. The Fellows meet with the Chancellor 3-4 times a year to share their insights and suggestions on DEIA. The Fellows have been effective in getting buy-in from faculty on DEIA matters. Currently, the Office of Diversity and Compliance also employs two visiting D&I Faculty Fellows who are working on a special short term project called the Anti-Racism Poster Campaign. The D&I Fellows also act as informal liaisons with the academic senates and provide the Office of Diversity and Compliance with input from a faculty perspective.

*Measurable Outcomes: The quantitative outcomes are the number of projects (those listed above) that have been implemented within the last five years. Each project has measurable outcomes demonstrating the success of each project. Qualitative outcomes have not been formally measured. Anecdotally, it can be safely said that because of the Faculty Fellows, the engagement between faculty and the District's DEI efforts have become stronger, there is greater faculty confidence and collaboration in Districtwide DEI efforts.

Future Instructor Training Program (FIT)

The FIT Program prepares graduate students to teach at California community colleges. The FIT Program interns are matched with NOCCCD faculty mentors who guide them through teaching a community college course for one semester. During the semester FIT interns also participate in workshops on culturally responsive teaching and workshops on applying and interviewing for faculty positions. To qualify for the program the intern must be able to:

- Demonstrate through past experience that they have an interest and ability in learning how to infuse class content and teaching style with diversity, inclusion, multiculturalism, equity and /or social justice.

Because of the heavy focus on DEIA, about 90% of the FIT program interns are people of color. On the average each year, three to four interns are hired as adjunct faculty and several have been hired as tenure track faculty in the California State University system. Given that on the average 75% of our full time hires come from the adjunct ranks, creating a more diverse adjunct pool is essential. Find more information on the [North Orange Community College District FIT Program](#).

To effectively engage community college students in the learning process, future instructors must be inclusive, inter-culturally competent, and able to integrate diversity, equity and pluralism into their curricular content and teaching style. This program aims to connect equity minded faculty at NOCCCD to mentor individuals who aspire to become community college faculty. The internship program is one academic semester in length. The program will offer an \$800.00 stipend for each intern and mentor for the semester; and will offer workshops on becoming an inter-culturally competent and equity minded community college instructor. The goal of [FIT program](#) is to increase the diversity of our community college faculty to better serve our diverse student population.

*Measurable Outcomes: To date, three cohorts have completed the Future Instructor Training in the past four years. Approximately 26%, were hired as faculty either adjunct and tenure track by a community college or 4-year university. The North Orange CCD FIT program

continues to thrive each year and receives interest of an average of 35-40 applicants every cycle. Because of the strong focus on equity-minded and culturally relevant pedagogy each cohort has been between 90% to 95% diverse.

Sierra Community College District

The Sierra College Equity Educator Internship Program is instrumental in developing a talented and dynamic pool of equity-minded community college faculty (e.g., instructors, counselors, librarians, etc.) who can intentionally contribute towards Sierra College's goals of eliminating equity gaps and increasing student success.

The Equity Educator Internship Program is designed to provide hands-on experience in an educational setting with a Faculty Ambassador (mentor) for one semester. To enhance the Equity Educator's introduction to the field of instruction, the program has the following two components:

- approximately 16 hours of equity and student-centered training (at no cost to the Equity Educator) and
- approximately 64 hours of classroom observation/program requirements, which includes no more than 6 hours of direct instruction.

Equity Educators intern with a Faculty Ambassador dedicated to the use of curriculum that is culturally-responsive to the students it serves. The internship program is committed to providing opportunities to Equity Educators (interns) to learn and practice learning strategies appropriate for diverse community college students as a means of recruiting qualified faculty with an equity mindset.

Measurable Outcomes: Since 2019 to date, 22 participants have completed the Sierra College Equity Educator Internship Program. Please note that the program was postponed for 1.5 years due to the pandemic. Approximately 32% were hired as employees at Sierra College as adjunct faculty, and one participant as a full-time classified employee. Over 29% have been hired at other California Community Colleges. The program continues to thrive with over 25 applicants (when it was re-initiated it last year). Because of the strong focus of equity mindedness, 88% of participants come from diverse backgrounds.

MENTORSHIP PROGRAMS

Mentorship both formal and informal have contributed to the professional development and vitality of employees. From recruitment to retention as well as professional advancement opportunities the benefits of mentorship programs are numerous. The statewide Diversity, Equity and Inclusion Implementation Workgroup recommends the following: Develop and implement formal and informal mentoring programs focused on building and reinforcing DEI-focused skills and engagement, designed specifically to serve Black, Indigenous, and People of Color, LGBTQIA+, individuals with disabilities and communities subjected to discrimination and marginalization in conventional employment policies and practices. Formal and informal mentoring programs are to be made available for all employee groups and should be used as a tool for recruiting, hiring and retaining employees from minoritized groups. The sections that follow provide examples submitted by our colleges and districts.

Informal Mentorship:

A DEI practice is to develop an informal mentorship program with facilitation by district staff and supported by district resources, led by participant interest and voluntary mentor-mentee relationships. The program is distinguished from other informal relationships that may develop by providing district support and resources for the mentorship. The program should be open for all employee groups to participate. Areas to consider when developing opportunities:

- Establish DEI-related criteria for district facilitation and support.
- Mentor/mentee must submit a mentorship contract with specific expected activities and outcomes focused on DEI competencies.
- Prioritize support for mentorship relationships specifically aligned with DEI-related objectives in district strategic plans, [Vision for Success](#) goals, EEO Plans and related planning documents.
- Prioritize support for mentorship relationships which include at least one participant identifying as Black, Indigenous, a Person of Color, LGBTQIA+, an individual with a disability or similar communities.
- District support and resources to establish parameters for release time, excused absences from duties and related work flexibilities for employees in approved mentorships to participate in activities.
- Establish parameters for mentorship participants to have access to and use technology resources and physical spaces, shadowing during and/or participation in meetings and work-related activities, and access to key district leaders for introductions and networking.
- Expand professional development budgets and/or establish mentorship program budgets to fund appropriate mentorship activities such as fees for conferences and events.
- Develop a recognition program to give positive attention to individuals participating in mentorships and highlight key outcomes in district communications and to the Board of Trustees.
- Define the data collection to be used to evaluate the effectiveness of the program: E.g. diverse participation, retention rates, promotion/career advancement, participant satisfaction survey results, climate survey results, workforce diversity in leadership roles.

Formal Mentorship Programs:

A DEI practice is to develop a formal mentorship program managed by district staff and providing support and resources. The program should prioritize mentorship relationships which include at least one participant identifying as Black, Indigenous, a Person of Color, LGBTQIA+, an individual with a disability, or similar communities.

It is important to define the vision and strategy for the program to clearly establish the DEI-focus and expectation that all approved mentorship relationships will include DEI-related activities and outcomes (E.g. cultivating DEI as an opportunity for career growth and increasing the diversity pipeline; employing mentorship programs as a tool to recruit, hire, train, and retain faculty and staff from minoritized groups; adopting culturally responsive practices that embrace the diversity and lived experiences of students and employees; embedding DEI competencies to upskill employees to work, teach, and lead; cross-cultural mentor/mentee pairings; intercultural mentor/mentee pairings; engaging in equity and inclusion discussions in various work contexts such as committee participation and meetings, etc.)Types of mentorship programs include but are not limited to: one-on-one, cohort communities, fellowships, etc. In creating these opportunities:

- Define program objectives and data collection to be used to evaluate the effectiveness of the program § Program objectives should clearly state how institutional DEI will be impacted “ E.g. expanding diversity in leadership roles, diversifying job classifications/ disciplines that historically lack diversity, increasing retention/decreasing turnover, improving student success outcomes where equity gaps exist, improving DEI-focused climate survey elements, etc.
- Data collection E.g. diverse participation, retention rates, promotion/career advancement, participants satisfaction survey results, climate survey results, workforce diversity in leadership roles.
- Develop program vision, strategy, objectives, and operational details in a participatory committee with representation from Academic Senate, Classified Senate/Union, administrators, students, and other key stakeholders.
- In order to develop a formal mentorship program an allocation of resources and staff support is necessary. Exploring opportunities for partnerships and collaboration with the District’s Human Resources Departments, Academic/Classified Senates, Professional Development Coordinators, Faculty and Classified Union Leadership are good practices for creation and implementation of a mentoring program.
- Compensation for participants is instrumental for the time, energy and work necessary for a sustainable formal mentoring program. Fostering a valuable mentoring relationship requires support and resources; therefore, stipends, hourly pay, flex credit/salary schedule step advancement should be considered.
- Define mentor/mentee roles and expectations.
- Develop criteria for selecting mentors
 - Nominations from participatory committees, Senate/Union leaders, program/ department Chairs, supervisors and managers.
 - Application and selection process

- Qualifications • E.g. knowledge of DEI-principles, knowledge of lived experiences of culturally diverse communities, interpersonal and relational skills, ability to teach and guide development, willing to volunteer, knowledge of transformational leadership.
- Develop training for selected mentors to establish common knowledge, intention and desired outcomes. Key training to consider:
 - Cultural humility and cross-cultural engagement
 - Fundamentals of successful mentorship relationships
 - Roles and responsibilities
 - Practical recommendations for activities and engagement
 - Establishing expectations
 - District support and resources available and processes for access
 - Accountability, follow-up, and follow-through
 - Develop a mentorship plan and/or contract
 - Assessment of mentee's current job and career goals
 - Assessment of mentee's goals and expectations
 - Learning plan with specific activities, timelines, and behavioral outcomes (acquisition of new knowledge, skills, and abilities)
 - Develop an application process for individuals seeking a mentor § Expected length of mentorship
 - Desired outcomes
 - Current strengths and areas for development
 - DEI-related interests and criteria, including preferences for within-group mentors for individuals who are Black, Indigenous, Person of Color, LGBTQIA+, individual with a disability, or similar communities.
 - Specific areas of interest and desired activities
 - Develop a data collection and evaluation process
 - Develop a periodic reporting process to participatory governance committees, Cabinet, and the Board of Trustees

RECOMMENDATIONS TO REINFORCE EEO IN MENTORSHIP OPPORTUNITIES

- Prioritizing diverse partnerships, without regard to specific race, ethnic, gender or other protected statuses of the participants, would not violate current Equal Employment Opportunity laws. However, prioritization for supporting mentorships cannot be based on the specific race, ethnicity, gender or other protected status of the participants.
- Formal mentorship programs may need to be bargained with appropriate labor representatives, depending on the parameters of the program, any related compensation and local district policies that may prohibit this.
- Employees in non-exempt positions under the Fair Labor Standards Act should not perform any work activities as part of a formal mentorship program unless they are in a paid working status during the time spent participating in mentorship activities.
- Employees in exempt positions may participate in mentorship activities without additional compensation, depending on applicable collective bargaining agreement provisions.
- Voluntary, informal mentorship participation would not require separate compensation under wage and hour laws.

Los Angeles Community College District

[Project MATCH](#) is Los Angeles Community College District's (LACCD) premier instructional development and professional learning program designed to increase quality instruction and diversity in community college teaching. The program embodies LACCD's equity framework dedicated to the principles of equity, justice and community. LACCD and its colleges are actively working together to build our antiracist organizational capacity and resilience and move forward towards a more socially and racially-just academic community.

The Los Angeles Community College District (LACCD), comprised of nine area community colleges, offers Project MATCH as a program to prepare and recruit a diverse community college faculty who are sensitive to the needs of the students and community it serves. The goals of the program are to (1) improve the diversity of the faculty pool in the District, (2) mentor participants to serve as role models reflecting that diversity within the District, and (3) better reflect the diversity of the communities within the largest community college district in the nation.

San Diego Community College District and Grossmont Cuyamaca Community College District

M&M: [Mentors and Mentees](#) is a mentorship program, developed and sponsored by the American Federation of Teachers (AFT). It works with the professional development programs at each campus to provide the resource and individual mentoring that prepares faculty and staff for a successful and rewarding professional life. This program is for both faculty and classified employees.

HIRING

Practices that focus on ensuring DEI is embedded throughout the hiring process begins with the diversity of the hiring committee and the discussion and if necessary, revision of the job announcement prior to moving to the next step in the process. A review of the recruitment and advertising campaign to maximize the marketing to diverse applicants is crucial to building a pool of ideal candidates. A job application and supplemental questions that best demonstrate the connectivity to students from diverse backgrounds makes it clear to the applicant that the organization values diversity, equity, and inclusion.

The budget for hiring diversity, equity, and inclusion programs and initiatives come from a combination of funding sources. Districts utilize their annual Equal Employment Opportunity as these programs align with their District EEO Plan goals. The District general fund allocated for professional development or DEI is another mechanism to fund diversity and EEO programs.

DIVERSE HIRING COMMITTEES

Ensuring the make-up of your hiring committee is critically important now more than ever. A diverse committee with various perspectives and differences in thought generally will yield a better outcome than a homogeneous committee. In addition, this practice is an indicator of the commitment to hiring with a DEI lens. Implicit biases will naturally impact the discussion so it is necessary to have counter narratives and a wide range of perspectives to balance the conversation.

Hartnell Community College District

The composition of each screening committee is evaluated for diversity in educational background, gender and ethnicity, experience at Hartnell and at other places of employment. Human Resources works with the various appointing groups (e.g., the Academic Senate and the classified union) to ensure that each screening committee has diverse perspectives. However, in the occasional situation where that process has not been entirely successful, Hartnell's procedures allow the appointment of an additional member to a screening committee to provide a more diverse perspective.

Imperial Community College District

The composition of screening committees of regular/probationary positions will consist of a Chair and at least two (2) other committee members plus a trained EEO compliance representative. The screening committee of temporary employees will consist of the hiring administrator and at least one (1) other committee member. The CHRO must approve of the composition of all screening committees for regular/probationary employees to ensure compliance with EEO, and committee diversity.

SEARCH COMMITTEE TRAINING AND EEO REPRESENTATIVES

North Orange Community College District

Our search committee trainings are designed to specifically focus on how to assess the

Diversity, Equity, Inclusion, and Anti-Racism (DEIA) minimum and desirable qualifications listed on all job announcements and on how to engage in an equitable hiring process. The trainings for committee members are offered online and can be made available for viewing. If you are interested in viewing the online training let us know. There is an extended training for EEO/DEIA representatives on the committee. All managers are required to go to the extended training every two years, regardless whether they are on a search committee. The extended trainings cover the role of the EEO/DEIA representative and the role of the manager(s) on the committee. They participate in exercises on how to address difficult DEIA issues that may arise and how to address bias. Our EEO/Representatives in faculty and classified search committees are voting members and active participants in the screening process. They are the designated experts on DEIA as well as EEO.

Grossmont-Cuyamaca Community College District

To allow participants to better understand the elements of how bias comes into the hiring process, the district has integrated several neuroscience principles into its bias training. This helps participants build an awareness of how their brains are designed to work so they can better implement techniques of eliminating bias from the hiring process. One of the techniques they teach is known as the PCD Method (Pause, Clarify, Decide). This allows participants to be aware when bias is entering into the process, clarify the best hiring practices covered in the training and proceed in making a judgment or decision.

Ohlone Community College District

In addition to requiring committee members to go through EEO Training “Hiring the Best While Developing Diversity in the Workforce” (this workshop is offered at least once a year for all employees, particularly faculty who are part of hiring committees), Ohlone College also:

- Provides training with Screening Committees as well during the recruitment orientation.
- Holds monthly “Lunch and Learn” for managers. One of the main topics for managers is “Ohlone’ Recruitment Process – DEI Focus”
- A screening tool is required to have a tool that assesses applicant’s diversity (i.e. response to diversity question on the application, demonstration of meeting minimum qualifications of “responsiveness to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, as these factors relate to the need for equity-minded practices,), etc.
- Interview questions are required to have at least one question related to DEI and/or experience relating to DEI (i.e. experience teaching and mentoring racially minoritized students, leadership experience in creating/leading initiatives designed to improve the environmental conditions for minoritized groups, experience using culturally relevant pedagogies, etc.)
- Ad posting for positions must include diverse platforms and online sites.

- All positions job descriptions and job announcements must include under minimum qualifications “Must have evidence of responsiveness to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, as these factors relate to the need for equity-minded practices”.
- Rolling out online modules through the Vision Resource Center “I don’t See Color, I Just See People: Becoming Culturally Competent” and “Playing Behind a Screen: The Implicit Bias in Our Colleges”, and making it mandatory for employees who are part of recruitment committees.

POST-HIRING

The recruitment and hiring of new employees using the lens of diversity equity inclusion is a major investment in time and resources. Equally as important is the investment in the time and energy towards retention of the employee. Focusing on Post-Hiring practices that provide the tools that can set up an employee for success is critical to retaining and engaging diverse employees. As a new employee it takes time to learn and adjust to the organizational culture of a new district. Whether a new hire comes from another community college district within the system or an external organization, there is a period of time acclimating to the operations, the processes and procedures, standardized expectations and interactions with other employees, and general workplace norms. Practices that intentionally address the inclusion, engagement, and sense of belonging of new employees are crucial for a diverse and equitable work environment.

The budget for post-hiring diversity, equity, and inclusion programs and initiatives come from a combination of funding sources. Districts utilize their annual Equal Employment Opportunity as these programs align with their District EEO Plan goals. Additional resources may come from Student Equity and Achievement funding if there is a program component that impacts student success, basic skills development, and student equity. Districts utilize funding from their foundations and local partnerships with other public institutions or private corporations. The District general fund allocated for professional development or DEI is another mechanism to fund diversity and EEO programs.

ONBOARDING

Onboarding employees is not only a practice that makes employees feel welcome, it also is a mechanism to retain the talent from the time and energy invested during the recruitment and hiring process. Onboarding that is strategic fosters not only inclusion and invitation but over time establishes the sense of belonging that an employee needs to feel part of the college community. In addition to onboarding for all employees, a specific strategy to focus on underrepresented communities is critical to establish a sense of belonging. If there is a lack of employee diversity, new employees from minoritized groups will need an onboarding program that is relatable that allows for more connectivity. Employees who are not able to connect with their community due to their differences will not likely engage or bring their authentic self to work.



“Choosing to come to Bakersfield College as a first generation college student to earn a bachelor’s degree in industrial automation has been one of the best decisions in my life. Not only has it given me affordable access to a bachelor’s degree, but the staff here have supported me every step of the way. I am especially grateful to Professor Manuel Fernandez who gave me the opportunity to work alongside him as a lab assistant and taught me and all my peers that working hard is a necessity, but work ethic is important to achieve the impossible.” —Jose Manriquez

Fresno City College

The New Employee Equity Academy (NEEA) is for all newly hired full-time and part-time faculty, classified professionals, and administrators. The purpose of the NEEA was to build upon previous campus efforts to provide onboarding and mentorship, which was a siloed approach, to evolve and provide a more deliberate and comprehensive, effort for all new FCC employees with foundational information, resources, and tools to foster student equity while orienting them to the equity-minded commitment and culture of the college. The College’s Title V staff have created and maintain a Canvas NEEA site that is an interactive resource site for all new faculty, adjunct, and full-time like. The NEEA is facilitated by an intentionally, cross-functional group of colleagues and included a kick-off for faculty and their Faculty Support Guides, event on July 8, 2020, an introduction to creating an equity-minded syllabus for faculty on July 13, 2020, and a three-day orientation for all newly hired employees. New part-time (with compensation) and full-time faculty hires engage in a year-long program of learning and reflection with their [Faculty Support Guides](#).

CAMPUS CLIMATE SURVEYS

Campus Climate surveys allow a college to gauge the organizational culture and how diverse, equity focused, and inclusive the employees really are based on their feedback. This assessment allows the organization to measure trends, perceptions, and concerns at a different level. In addition, it allows for honest and open constructive critique of the organization in an anonymous format. Analysis the climate survey results with the campus community and committing to comparing past results to the current results helps make the campus a welcoming environment where employees can feel a sense of belonging.

Pasadena City College

Pasadena City College is committed to maintaining and supporting a collegial environment for Faculty, staff, managers, and students. The Campus Climate survey is designed to assess the campus culture as well as provide an opportunity for members of the campus community to voice their opinions about the College’s mission, shared governance practices, diversity, professional development opportunities and commitment to student success.

Southwestern Community College District

In 2019, Southwestern College commissioned two surveys to assess the impact of our work. A summary of findings are included in the [Campus Climate report](#). In the [Belong report](#), you will find detailed information about how our students, faculty and staff view their Southwestern College experience. While we report overall student and employee responses, we have also broken responses down by racial/ethnic categories to give as complete a picture as possible.

PROFESSIONAL DEVELOPMENT

In order to create institutional change and ensure alignment with EEO district efforts to diversify faculty and staff, robust DEIA focused professional development is vital. Investments in the professional development and knowledge of EEO officers and those serving on hiring committees is salient in ensuring learning and actionable outcomes are shifting behaviors and outcomes to a more equitable institution. Professional learning and development targeting explicit anti-racist efforts are instrumental in improving conditions for institutions who may have historically dealt with discrimination and marginalization. Additionally, professional learning and development intentionally designed to support participants in cultivating and sustaining race conscious training by building awareness and agency can lead to educational excellence, improved diversity and student success. Institutions are encouraged to curate PD that will equip participants to operationalize effective skills to shift mindsets and behavior and become institutional change agents who will enact culture change within their respective roles and in alignment with the vision for success to close the obligation gap.

North Orange Community College District

Infusing Diversity, Equity & Inclusion In The Curriculum Seminar

The Infusing Diversity, Equity & Inclusion In The Curriculum Seminar is a week-long seminar designed to provide faculty with tools to be able to teach in a culturally relevant/responsive manner. The seminar has been offered now for four years and started off with one-time funds. Pursuant to the EEO Plan it is now a permanent program. Through the seminar, the faculty cohort engage in cooperative learning and discussions designed to assist them in developing courses that are culturally relevant/affirming, and equity minded. In the seminar faculty are broken up into teams that, during the course of the week, develop a lesson plan that incorporates DEIA and culturally relevant teaching. On the last day of the seminar the teams present their lesson plans to the larger group. After the seminar is completed all participants are offered either a stipend or equivalent unit credits if they submit a narrative describing how they will incorporate what they learned in the seminar into at least one of the courses they currently teach. To date, 97 faculty have attended the seminar and have committed to modifying at least one course to incorporate DEIA and culturally relevant pedagogies.

Chabot Las Positas Community College District

Classified Leadership Institute Program

<http://districtazure.clpccd.org/clip/>

The Classified Leadership Institute Program (CLIP) was created by classified professionals

with the strong support of the chancellor and districtwide executive administrators with the intention of building the next generation of classified professional leaders.

CLIP was created to be a living, growing educational institute that encourages the pursuit of career development opportunities for the Classified Professionals working at: Chabot - Las Positas Community College District (CLPCCD).

The CLPCCD is proud of its CLIP program, which is on its sixth cohort. We generally have 12 per cohort, so we have had approximately 75 participants over the years.

The cohorts are diverse, and I am proud to say that every cohort has had members be promoted internally or externally. I would say this represents about 20% percent of CLIP graduates. Additionally and intentionally, we ensure our faculty/presenters are diverse.

Agenda for each cohort includes DEI efforts, such as:

- Each session, starting with a Grounding/Inclusionary Activity

Agenda/Presentation includes topics such as the below:

- What Living in a Pandemic Teaches Us About Surviving Racial Injustice,
- Leadership and Cultural Equity
- Conflict Resolution Models and People
- Human Resources from a Diversity Panel Perspective

Mission

Empower Classified Professionals through the implementation of programs focused on providing professional skills, educational knowledge, and personal growth that supports the goals of our educational community.

Vision

Foster a supportive culture that values individuals and cultivates effective and diverse leaders to strengthen the educational impact of Chabot - Las Positas Community College District

Goals

- Cultivate professional leaders
- Encourage community wide involvement
- Create networking opportunities
- Build a supportive environment of inclusion
- Illuminate leadership skills
- Recognize outstanding service and dedication

Employee Resource Groups

Employee resource groups also known as affinity groups have emerged as a promising practice for many companies and institutions in creating and sustaining a more diverse and inclusive environment. Studies have shown that nearly ninety percent of companies who have ERG's assisted in creating a welcoming environment in the onboarding and retention efforts of its employees (1). ERG's typically are constructed around similarities that employees share such as race, ethnicity, religion, gender, sexual orientation amongst other protected groups. The contribution of ERG's to the DEIA efforts of an institution are vital however there must be a conscious effort not to alienate certain populations that necessarily may not qualify as this may be deemed discriminatory. Below are some impactful strategies to ensure ERG's are furthering the DEIA efforts of your institution:

- Establish a mission statement and yearly goals for ERG.
- Define leadership and commitment of members of ERG.
- Ensure alignment of district and or campus EEO goals.
- Partake in efforts of mentorship, commencement, graduation, professional development and other activities that impact campus climate.
- Cultivate cross collaborative efforts with other ERG's.
- Engage students, larger community and campus leadership to support efforts that contribute to creating a sense of belonging.

SHRM. Are Employee Resource Groups Good for Business. August 25, 2016.

Los Rios Community College District

[Employee resource groups](#) (ERGs) – also called employee network or affinity groups – began as small, informal, self-started employee groups for people with common interests and issues. Today, they exist not only to benefit their group members, but to support Los Rios' efforts to attract and retain diverse employees. These groups celebrate, validate, and respect the individuals of our organization. They are open to all employees and typically have a structure of campus leaders as well as periodic meetings and/or socials. They may also serve in an advisory capacity, as needed.

Asian Pacific Islander

Asian Pacific Islander (API) Legacy is a community of Asian American, East Asian, Pacific Islander, South Asian, and Southeast Asian employees within the Los Rios Community College District.

Mission/Goals

API Legacy organized the inaugural API Scholars Rising Ceremony in May 2018, honoring Los Rios graduates of API descent while celebrating diverse voices, cultural heritage, leadership, and legacy.

Our goals are to:

- Support, celebrate, and advocate for the diverse needs of API students and employees.
- Build avenues of mentorship that nurture diverse API leadership, visibility and cultural competency.
- Create spaces that engage and retain API employees.
- Engage in intersectional equity work in solidarity with other communities of color and disproportionately impacted groups to close equity gaps in Los Rios Colleges.

Black Faculty and Staff Association

The Black Faculty and Staff Association (BFSA) Resource Group provides support, advocacy, and community to employees who identify as Black, African, and African American. The association, established in 2005, works towards equity and inclusion in recruiting, hiring, and retention of diverse employees and is committed to creating a sense of employee community recognizing rich heritage, culture, traditions, and movements.

The Black Faculty and Staff Association:

- Works with the district to ensure that policies and practices are equitable and inclusive of the Black, African, and African American community/experience
- Aids in recruiting, training, and retaining Black, African, and African American individuals for classified, faculty, and administrative/executive positions (annual spring hiring workshop)
- Offers community for Black, African, and African American employees by hosting several employees social gatherings and participating in Sacramento cultural events
- Presents student support campaigns and events (BFSA Student Welcome Back and Celebration of Excellence and Achievement for Students of African Descent)

Comunidad

Comunidad de LRCCD strives to be at the forefront of research-informed, data-driven, and culturally relevant innovation to dismantle systems of oppression and build an environment that reflects the aspirations of our communities, colleges, and district.

Comunidad de LRCCD is a culturally-based professional network that serves to enhance professional opportunities, advocate for students, and create a safe and welcoming environment for the Latinx/Chicanx and undocumented communities.

There is a long history in the Los Rios Community College District of Latinx/Chicanx employees who have organized a support system for new and continuing professionals in the district. A sense of familia is critical for Latinx/Chicanx individuals to thrive in the large and complex institution of education, for professionals as much as students.

NAC is made up of Native Americans from diverse tribes who are employed within the Los Rios Community College District. NAC also is part of a larger regional collaborative – the Sacramento Native American Higher Education Collaborative (SNAHEC).

Through NAC and in partnership with SNAHEC, our aim is to guide Native student pathways from K-12 to transfer. NAC has co-sponsored and organized many events and activities for Native American students, including:

- Native American Student Graduation Recognition Ceremony, which honors Los Rios graduates of Native American descent
- Native Student Welcome and Indigenous People's Days, which celebrate diverse tribal traditions and cultures and inform campus communities about contemporary and historic Indigenous issues
- Indigenous Land Acknowledgement Statements, which have been created at each college

Our goals are to:

- Advocate for and obtain resources, programs, and services to support the diverse needs of Native American/Indigenous students in completing their higher education
- Nurture and support community, leadership, presence, visibility, and voices of Native American employees by creating safe spaces to hire, recruit, engage, retain and promote said employees in tenured, supervisory, management, and executive positions in the district
- Promote cultural humility and ensure equitable policies and practices for disproportionately impacted groups by working in solidarity and collaborating with diverse communities and local tribes
- Co-sponsor events that showcase, share, and celebrate our unique Native American tribal cultures to expand awareness of various Indigenous issues in a higher education environment
- Partner with Native organizations and tribes in supporting student success

LGBTQIA

Spectrum provides support, advocacy, and community to employees who count themselves members of the diverse Queer community. Spectrum:

- Works with our district to ensure that policies and practices are inclusive of the LGBTQIA+ community
- Aids in recruiting and retaining Queer faculty
- Offers community for Queer and Trans faculty and staff by creating events to come together and share experiences and challenges

American River College

Employee resource groups (ERGs) – also called employee networks or affinity groups – began as small, informal, self-started employee groups for people with common interests and issues. Today, they exist not only to benefit their group members, but to support Los Rios' efforts to attract and retain diverse employees.

These groups celebrate, validate, and respect the individuals of our organization. They are open to all employees and typically have a structure of campus leaders as well as periodic meetings and/or socials. They may also serve in an advisory capacity, as needed.

Our resource groups include employees who self-identify as:

- African American/Black/African
- Asian American/Pacific Islander/South Asian/Southeast Asian
- Latinx/Chicanx
- LGBTQIA+ (or lesbian, gay, bisexual, transgender, queer, questioning, non-binary)
- Native American/Indigenous/First Nation

San Jose-Evergreen Community College District

The Association of Black Employees will promote social justice and the interests and welfare of Black employees and Black students within the San Jose Evergreen Community College District. The association will work towards equity and inclusion in recruiting, hiring, and the retention of Black employees and the recruitment and retention of black students.

The association will be committed to creating a sense of community through advocacy, education, leadership development and cultural events. Membership is open to all college employees and members of the community regardless of race, ethnicity, gender, creed, nationality, religion, or sexual orientation, who support the mission of [The Association of Black Employees](#).

There is an employee resource group for Asian Pacific Americans. The Mission of the [San Jose Evergreen Community College District Asian Pacific American Association](#) is to promote the interests of the Asian Pacific American community, to foster cultural awareness, and to support.

San Joaquin Delta College District

African American Employee Council

The mission of the [African American Employee Council](#) (AAEC) is to:

- Provide advocacy, support and scholarships to students of African descent who are enrolled at Delta College;
- Promote the recruitment, retention, promotion, tenure, professional development and career advancement of faculty, administrators and staff of African descent; and

- Address issues and concerns of its students and staff including campus climate, and seeks to strengthen relationships and involvement of individuals of African descent in the wider college community that it might foster a greater understanding through networking and mentoring of individuals of African descent.

Asian and Pacific Islander Americans Staff Association

The mission of the [Asian and Pacific Islander Americans Staff Association](#) (APIASA) is to promote the betterment of Asian and Pacific Islander Americans involved in the educational process at SJDC and in the local community. We are dedicated to the following objectives:

- to advance the professional, educational, civic, and social interests of our members;
- to stimulate community interest in all phases of education and to encourage constructive action to help meet the educational and cultural needs of the community;
- to provide Asian and Pacific Islander American students access to higher education by granting monetary scholarships;
- to promote a better understanding and cultural exchange amongst Asian and Pacific Islander Americans and provide a support system to our members which includes mentorship and honoring our retirees.

La Raza Employee Association

The organization shall be known as the [La Raza Employees Association](#) (LREA). The mission of the LREA is to:

- Establish and maintain an LREA Student Scholarship fund.
- Give support and advocacy within the College setting for all Raza staff and students.
- Extend College resources to the Raza community.
- Strengthen ties among Raza employees.
- Establish a network among San Joaquin Delta College Raza Employees, students, and community.
- Improve communication among San Joaquin Delta College Employees, and students.
- Promote employment/educational opportunities for La Raza.

Fresno City College

African American Faculty and Staff Association

The [African American Faculty and Staff Association](#) (AAFSa) is dedicated to promote and support the academic and professional development of the faculty, staff and students at Fresno City College.

VISION STATEMENT

AAFSA will be a viable association in the Fresno City College community that contributes to student cultural growth and academic success while creating a collaborative environment amongst faculty and staff with a maximized presence in the surrounding community.

- Faculty/Staff - training & leadership & collaboration
- Students - academic success & scholarship & mentoring & benevolence
- Community - partnerships & shared accomplishments

Asian American Faculty And Staff Association

The [Asian American Faculty and Staff Association](#) (AAFASA) is dedicated to celebrating and supporting the rich cultures of the Asian continent. In addition to being a voice for the needs and concerns of Asian American students at Fresno City College, we work hard to share our cultures with the community, assist various organizations campus-wide, and recognize their educational success. Our work includes supporting and promoting projects such as the Yokuts Plaza, Asians in the City, and AsianFest; providing scholarships for outstanding students; and organizing the now annual Asian Pacific Islander Celebration of Success (APICS).

Latino Faculty and Staff Association

The [Latino Faculty and Staff Association](#) is an educational organization whose purpose is to be an advocate for the Latino issues in higher education which also includes the educational welfare and advancement of the Latino community. Our Goal is to promote the social and cultural dimensions of Latino history, heritage and culture as it relates to education.

Diversity Awards and Recognition

Recognizing the important diversity work is a practice that demonstrates the organizational commitment and priority to DEI. A robust recognition program which involves the entire community and is public facing highlights the value of DEI. These forms of recognition could be at the department or governance committee level as well as the board of trustees level. Regardless, it showcases the number of employees and committees it takes to make progress on diversity initiatives. Periodic recognition of DEI work reinforces the message that this work is ongoing and imperative to fulfill the mission of community college districts.

Rancho Santiago Community College District

The [Rancho Santiago Community College District Award](#) will recognize one staff or faculty member who demonstrates diversity and inclusion through exemplary leadership. The district will recognize the accomplishments of someone who expands the concept of diversity and equity throughout the higher education community. This award shall be given to someone who supports activities, programs, and projects that encourage others to get involved in diversity efforts intra-departmentally and throughout the institution.

Cerritos College

The Bridge to Equity Award is an award for a student, employee, or group initiating and leading action to eliminate equity gaps for disproportionately impacted people and communities.

Criteria:

- Acts as a role model or ally in championing equity issues.
- Creates an inclusive culture by challenging race inequalities/barriers.
- Takes steps to eliminate or reduce incidents of bullying, harassment or discrimination against disproportionately impacted people.
- Leads positive actions or interventions to close equity gaps enable all members of our campus communities to realize their full potential.
- Applies evidence and student insight to tackle issues effectively to improve service user experience.
- Interventions demonstrate positive outcomes for the college campus, with the potential for scaling up for other parts of the campus and community services.

Community Engagement Award – An award for a community business, agency, or partner who has intentionally provided resources and support to the campus in sustaining the College’s mission, vision, and values related to diversity, inclusion, and equity.

Criteria:

- Provides opportunities to students, employees, or campus constituencies to support diversity, inclusion, and equity.
- Develops relationships with the campus to share insight or services to address campus inequity or disparities.
- Implements innovative approaches to address a critical need and/or particularly vulnerable campus group.
- Devoted resources to equity, diversity, and/or inclusion efforts on the Cerritos College campus or broader community.

Cultural Ambassador Award – An award for a student, employee, or group that intentionally recruits and creates opportunities to engage in cross-cultural experiences and increase cultural awareness across campus.

Criteria:

- Invites speakers or designs events that promote increasing diversity or cross cultural communication.
- Creates events that provide extra-curricular dialogue designed to improve people’s cultural awareness and sensitivity about emerging national or global issues.

- Takes a proactive role in educating the campus community on matters of inequity or disparities.
- Promotes cross-cultural connections and self-discovery.
- Offers programming to help the campus community learn more about practical ways to enhance equity, diversity, and/or inclusion.

Disability Inclusion Award for a student, employee, or group initiating and leading action to remove barriers and improve the campus experience and engagement levels of disabled employees and students or demonstrating excellence in the delivery of services to disabled people.

Criteria for this award:

- Acts as a role model or ally in championing disability inclusion.
- Creates an inclusive culture by challenging disability inequalities/barriers/bias in the application of people management policies, for example inclusive recruitment, talent development, performance management, career development, promotion and implementing appropriate, high quality and cost effective workplace adjustments or in a student service delivery.
- Takes steps to eliminate or reduce incidents of bullying, harassment or discrimination against disabled employees, students and/or service users.
- Leads positive actions or interventions to enable talented employees and students with a disability to realize their full potential.
- Applies evidence and insight to tackle issues effectively to improve the overall employee or student experience.
- Interventions demonstrate positive outcomes for the college campus, with the potential for scaling up for other parts of the campus and community services.

Other Promising Practices

Promising practices that are emerging for diversity hiring open the realm of possibility of more creative and innovative solutions. These promising practices are being discussed within some community college districts and have been implemented in some other higher education systems. Exploring other promising practices that could help add diversity to the community college workforce is recommended as another mechanism to impact meaningful change to better serve our students.

Student Participation in the Hiring Process

The students perspective is vital to a successful hiring process. Hiring faculty and staff that have the technical competence for the job includes the ability to relate to students from diverse backgrounds and ability to connect and engage students to the overall learning experience. Generally students are encouraged to participate in hiring committees however

for a multitude of reasons including the challenge of balancing academic work and basic needs, hiring committees often continue without student representation. There may be an established practice that students participate in the hiring of a President or Vice President of Student Services but not emphasized during faculty and staff hires. Reimagining the role of the student representatives to ensure they have meaningful participation is critical. A student focus group interview with potential candidates or including interactive scenario-role play assessments may provide more indicators to the quality of the candidate. Attending hiring committee orientation, EEO and implicit bias training, screening applications, first level interviews, and recommending finalists is time consuming to say the least. Implementing more flexibility and value added opportunity for students to participate and contribute in the hiring process. A program which emphasizes the professional career development of students by participating in a hiring committee and allows for flexibility to commit to only segments of the hiring committee process that have the greatest value is more palpable for the student. For example, a cohort of students are oriented and trained at the beginning of the academic semester and participate in student engagement assessments within the interview process based on their availability, then the student shares their perspective and participates in discussion during the deliberation phase. Overall, establishing a process where students participation is embedded not just encouraged is a promising practice.

Availability Data Analysis

Availability analyses are a critical component of a robust EEO Plan. While a workforce representation analysis can show us the current rates of diverse participation in our workforce, the availability analysis provides the context through which we can define diversity within our local context. A well-designed availability analysis allows us to identify where current workforce diversity falls short of our student demographics, community demographics, and potential pool of qualified applicants. With this information, we can better allocate our limited resources to conduct employment marketing and recruiting where it is most necessary to improve diversity and student outcomes.

Traditional availability analyses focus on identifying the race and gender demographics of individuals that meet the minimum qualifications for a group of similar jobs within a defined geographic region. In the community college context, availability analyses can be enhanced by incorporating measures of our student population, local community demographics, and a variety of geographic areas where we are likely to draw applicants for our positions. Combining estimates of potential qualified applicants with student and community demographics creates a definition for diversity within our local context and with an emphasis on the success of all our student communities.

<https://scmainweb.s3.us-west-1.amazonaws.com/files/resources/availability-analysis-tool-individual-race-v10-07.xlsx>

Cluster Hiring

Cluster Hiring has emerged as an innovative cross collaborative hiring practices that fosters diversity and ingenuity resulting in educational excellence for many institutions. Amongst the benefits of clustering hiring is the opportunity to breakdown silos across the institution to hire around a common goal. Research has shown that although this hiring practice was set to create interdisciplinary collaboration its impact has been far reaching as it has been notated

to positively contribute to diverse hiring and retention efforts. These efforts have also impacted institutional climate as many faculty or staff could be hired in a cohort model going through the tenure and probationary period together.

Historically cluster hiring programs sought to generate institutional excellence with diversifying theories, ideologies and methodologies leading to more innovative research. When conducted intentionally the residual effects have also contributed to diversity in race, gender, and ethnicity. University of Wisconsin Madison was credited as the pioneer institution, “The Cluster Hiring Initiative (CHI) was designed “to help keep UW-Madison at the forefront of research and knowledge, to advance the state’s economy, and to deal with institutional barriers to interdisciplinary” (University of Wisconsin-Madison, 2008).

Although there are limitations of hiring based upon race there are no limitations on explicitly stating on preferred qualifications hiring around programs or students that serve underrepresented and disproportionately impacted students. By utilizing data informed decisions institutions can also recruit a more diverse and targeted pool. Research (2) indicates a positive correlation between student success factors such as persistence and the number of diverse faculty hired at those institutions. The imperative is on the institutions in articulating and demonstrating that need in positions that are posted.

The following are recommendations to ensure cluster hiring is effective in ensuring you meet the diversity demands of your institution:

- Foster a culture of interdisciplinary collaboration in your faculty hiring process.
- Cultivate buy-in from administrators, faculty and stakeholders by centering student success and explicit need to be an anti-racist campus.
- Curate explicit DEI professional development and EEO training that address unconsciousness bias, macroaggressions anti-racism and impact on minoritized students and employees.
- Intentionally target your recruiting efforts to solicit best application pool to meet your cluster hiring demands.
- Adequately resourcing necessary on boarding retention efforts such as mentorship, Employee resource groups, professional development opportunities to foster a welcoming and inclusive environment.

2. Linda Serra Hagedorn, Winny YanFang Chi, Rita M. Cepeda, and Melissa McLain, “An Investigation of Critical Mass: The Role of Latino Representation in the Success of Urban Community College Students,” *Research in Higher Education* 48, no. 1 (2007): 73–91.

UC Berkeley Cluster Hiring

<https://www.diverseeducation.com/faculty-staff/article/15114439/new-cluster-hires-at-uc-berkeley-all-of-different-disciplines-will-focus-on-climate-equity#:~:text=Cluster%20hiring%2C%20as%20defined%20by,world%20%E2%80%94%20in%20particular%2C%20to%20its>

Cluster hiring, [as defined by the university](#), involves hiring “multiple scholars into one or more departments based on shared research interests to meet a university’s specific goals.” In Berkeley’s case, the [purpose will be to advance knowledge](#) on the current “acute threats to the world — in particular, to its vulnerable and marginalized groups and/or to the natural world.”

San Diego State University Cluster Hiring

<https://sacd.sdsu.edu/diversity-initiatives/aa-cluster-hires>

This cluster hire is an important opportunity for the university community to continue to act on our values.

In Spring 2020, the University deepened its commitment to building a diverse faculty by requiring that all successful candidates for tenure-track faculty positions satisfy the [Building on Inclusive Excellence](#) (BIE) criteria. This cluster hire builds on the BIE program by focusing on scholars who have an established commitment to teaching, research and/or service in and with the African-American community.

The President and Provost have reserved the following positions to be part of this cluster:

- Africana Studies, [Afrolatinidad](#)
- Africana Studies, [Social Justice Movements](#)
- Political Science, [Public Law and Race in America](#)
- English, [Black Children’s Literature](#)
- Counseling and School Psychology, School Psychology
- Social Work, [Mental Health Clinical Practice](#)
- Public Health, [Dissemination and Implementation Science](#)
- Social Work, [Child Welfare and Clinical Practice](#)
- Art and Design, [Graphic Design](#)

In order to be considered for this initiative, candidates must satisfy two or more of the adjusted BIE criteria:

- Is committed to engaging in service with African American populations
- Has demonstrated knowledge of barriers for African American students and faculty
- Has experience or has demonstrated commitment to teaching and/or mentoring African American students
- Has experience or has demonstrated commitment to integrating understanding of African American populations and communities into research

- Has experience in or has demonstrated commitment to extending knowledge of opportunities and challenges in achieving artistic/scholarly success to African Americans
- Has experience in or has demonstrated commitment to research that engages African American communities
- Has interest in developing expertise in cross-cultural communication and collaboration
- Has research interests that contribute to diversity and equal opportunity in higher education

Pay Equity Analysis

<https://www.shrm.org/hr-today/news/hr-magazine/spring2021/pages/pay-equity-for-people-of-color.aspx>

Periodic review of salaries to analyze pay equity by gender and race is a practice that addresses the income disparity that is prevalent in the U.S. workforce.

An audit is a critical tool that can give employers the information they need to identify pay disparities and opportunities to improve equity. Through the audit, an employer can determine if discrepancies can be explained by legitimate, nondiscriminatory reasons, says Liz Washko, an attorney with Ogletree Deakins in Nashville, Tenn.

Note that pay differences generally can be based on seniority, education, job-specific experience and other legitimate business reasons. “Where the pay differences cannot be explained, the audit provides an employer with the opportunity to correct the issue,” Washko says. Additionally, a thorough audit could show an employer which aspects of its compensation program could be improved to prevent future unexplained pay disparities.

But the purpose of an audit is broader than just to identify whether pay disparities exist. Employers should also understand why they exist, Anderson says. HR, legal and economic experts should work collaboratively to identify the right comparator groups, discuss pay practices, provide all relevant pay data (beyond just base salary), identify and collect information regarding legitimate business factors that impact compensation, and perform the appropriate statistical analysis to understand whether there are disparities based on gender or other protected categories and why, if so.

“Once the initial analysis is run, a deeper dive is usually required to ensure that the database includes all relevant information that impacts pay decisions,” Anderson says. That deeper dive may involve confirming that appropriate comparator groups were used, as well as evaluating specific pay decisions by reviewing documents and conducting interviews with decision-makers.

<https://www.shrm.org/hr-today/news/hr-magazine/spring2020/pages/importance-of-pay-equity.aspx>

SPECIAL RECOGNITION

Santa Barbara Community College District

The Leaders for Equity, Antiracism & Reparations Now (LEARN) Committee, assembled in March of 2018 by colleagues committed to seriously addressing structural racism at Santa Barbara City College, has brought comprehensive anti-racism training to campus

Noted for commitment to equity and diversity, Santa Barbara City College has received the California Community College's Board of Governors Dr. John W. Rice Diversity and Equity Award, the Chancellor's Award for Best Practices in Student Equity, the Academic Senate for California Community Colleges, the Benjamin A. Gilman International Scholarship Program and Diverse Issues in Higher Education.

Hartnell College

Hartnell College received statewide recognition from the California Community Colleges for extensive progress in advancing diversity and equity. Hartnell was one of just four colleges honored during the 20th Annual Dr. John W. Rice Award ceremony, which celebrated work to promote equity of opportunity and success for all students. Hartnell was also recognized for increasing minority representation among its faculty, particularly among Latinx instructors, who made up 56% of the 30 instructors hired from 2016-18.

Ohlone Community College District

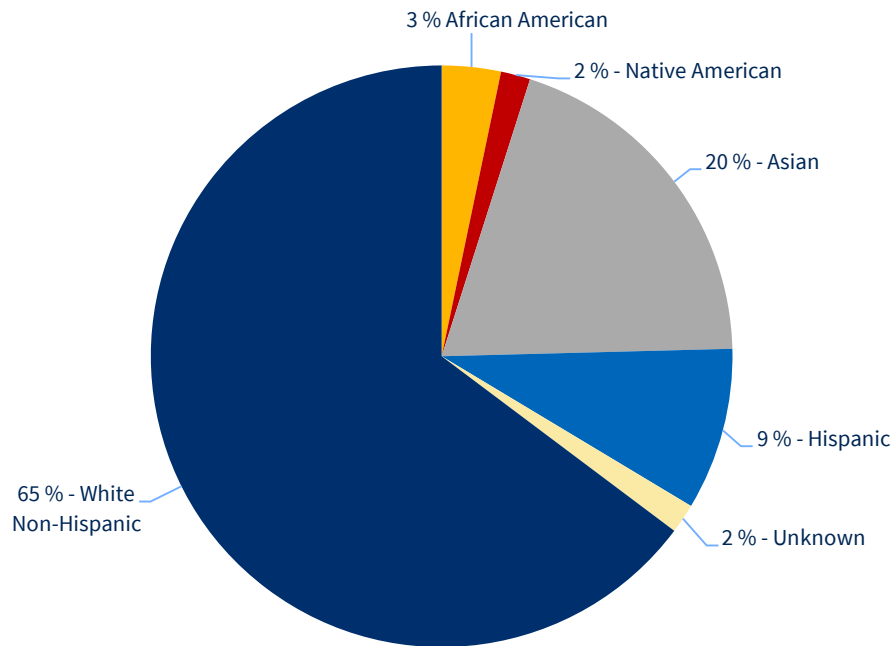
Ohlone College has moved the needle significantly in faculty diversity. For full-time faculty there has been more diversity in Asian American and Latinx groups. Over the past ten years, the number of full time faculty of color increased by 14.2%. For part time faculty, there has been an increase in African American and Asian Americans. Over the past years, part-time faculty of color increased by approximately 14%. These incremental increases in diversity of people of color and are bringing Ohlone College closer to mirroring its student population.

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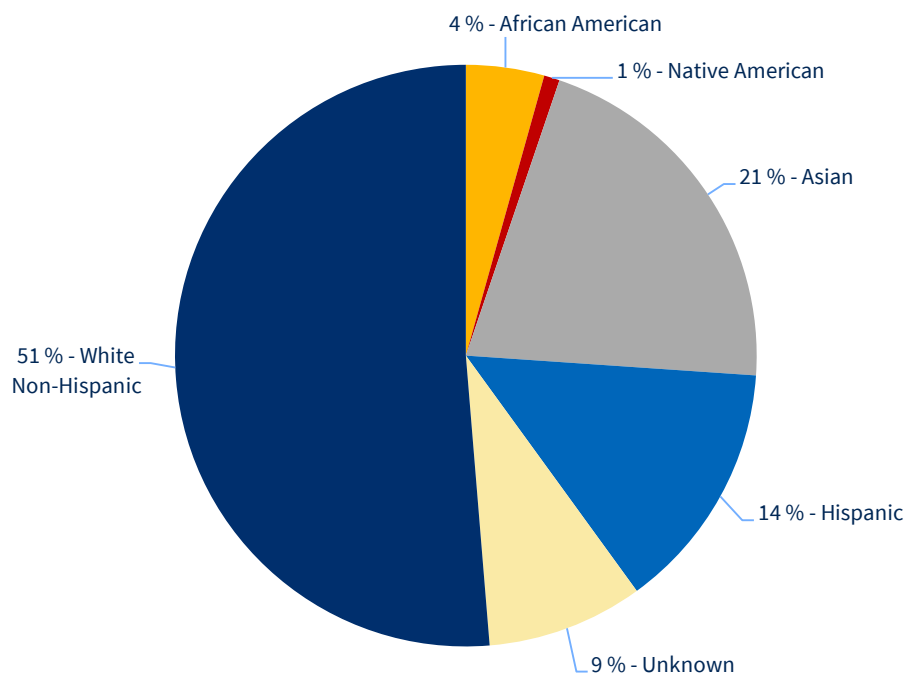
San Jose-Evergreen Community College District

The San Jose-Evergreen Community College District (SJECCD) recognizes that cultural diversity in the academic environment promotes academic excellence; fosters cultural, racial and human understanding; provides positive role models for all students; and creates a race- and gender-conscious educational framework where equity in student success is the definition of institutional excellence. At SJECCD, leadership from the Board, to the CEO, to the college campuses has been challenged to create a responsive way of serving all students that uses equity-mindedness as a framework. The Equity-Scorecard and Achieving the Dream initiatives are examples of the progressive approaches SJECCD has employed in achieving its institutional transformation.

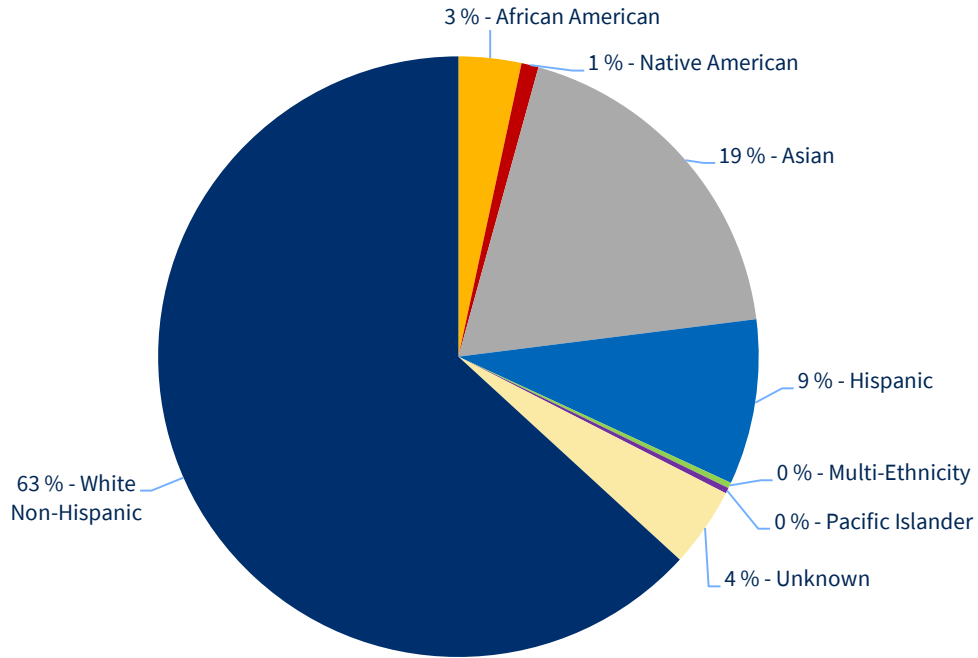
Ohlone Community College District 2010 Full-Time Faculty



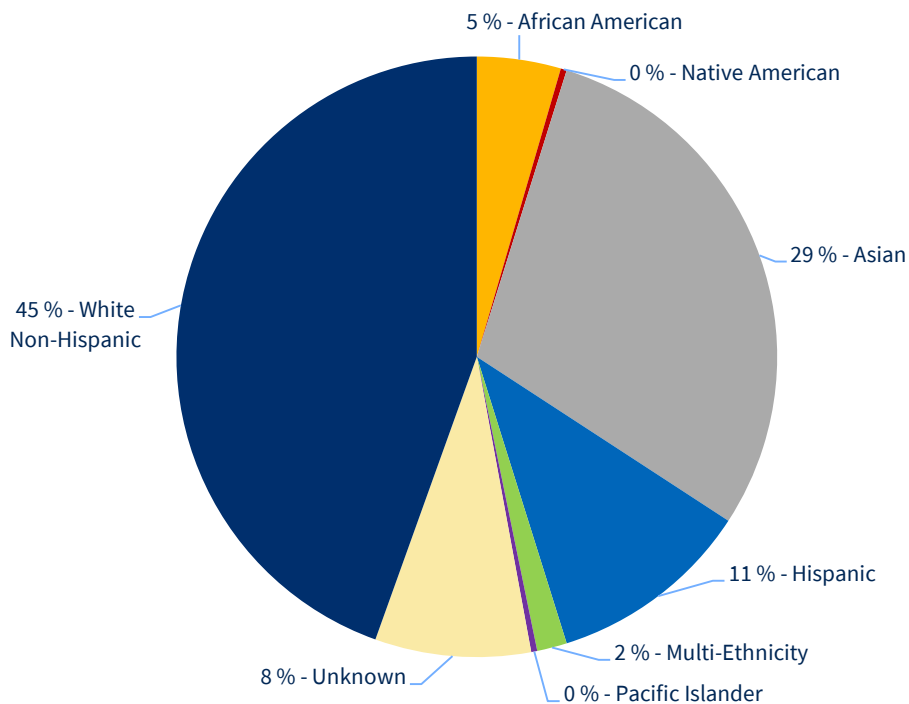
Ohlone Community College District 2020 Full-Time Faculty



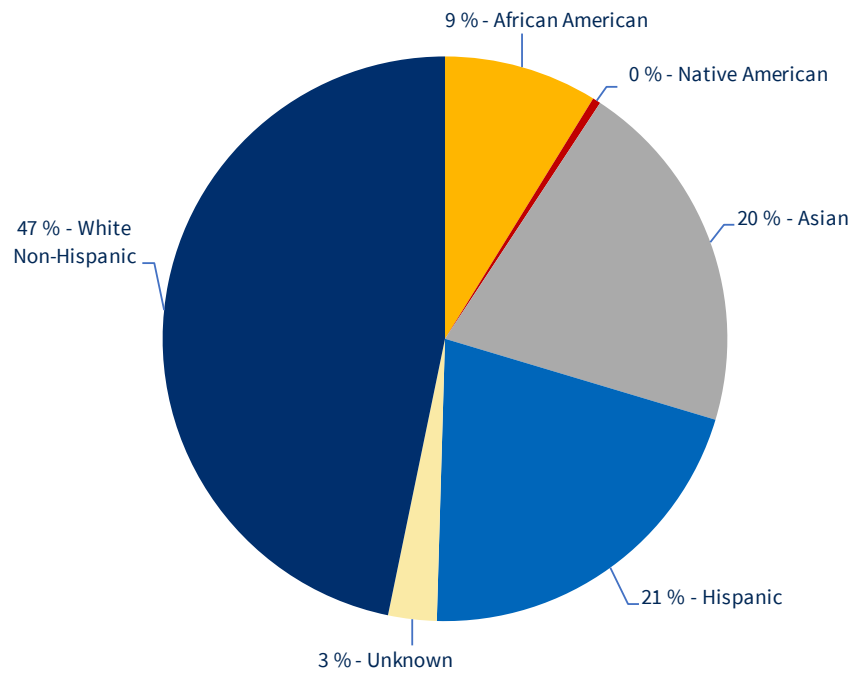
Ohlone Community College District 2010 Part-Time Faculty



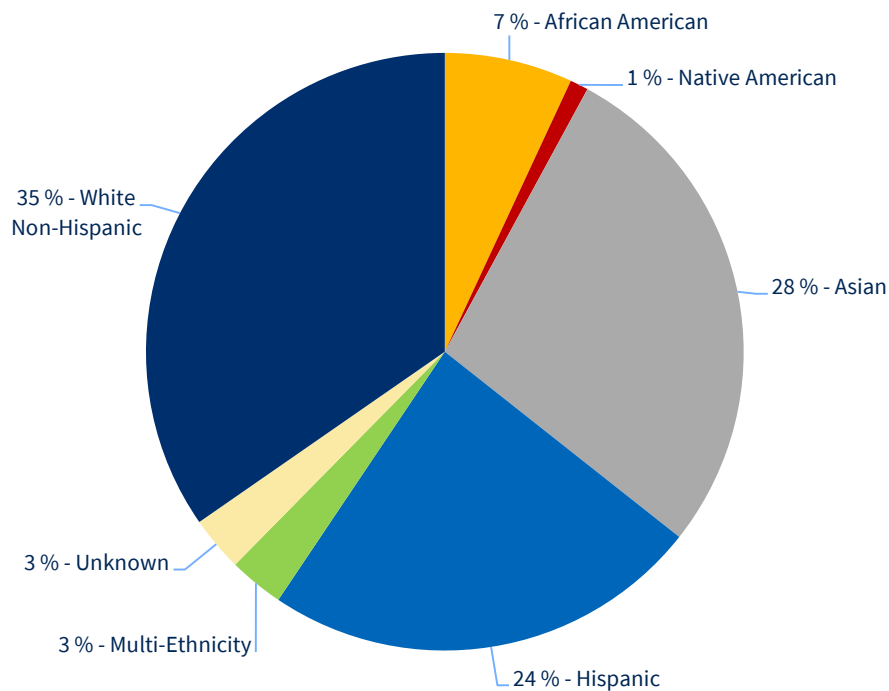
Ohlone Community College District 2020 Part-Time Faculty



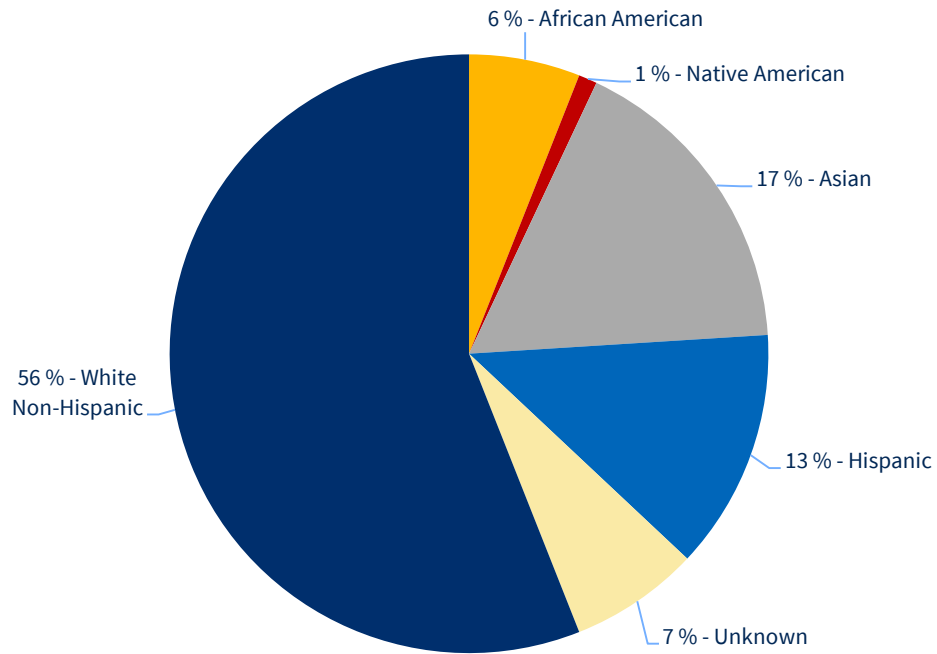
San Jose-Evergreen Community College District 2010 Full-Time Faculty



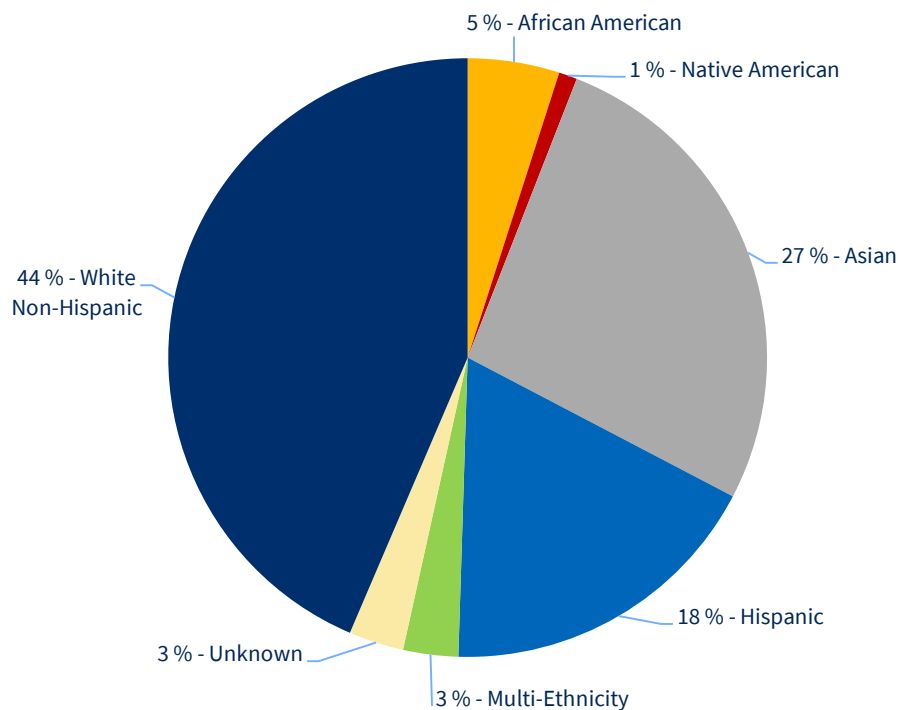
San Jose-Evergreen Community College District 2020 Full-Time Faculty



San Jose-Evergreen Community College District 2010 Part-Time Faculty



San Jose-Evergreen Community College District 2020 Part-Time Faculty



After intentional efforts to create a diverse group of faculty and staff, SJECCD's colleges were both recognized among the top-10 most diverse faculty in the nation among public community colleges, according to the Chronicle of Higher Education's Faculty Diversity Index, with Evergreen Valley College ranking No. 2 and San Jose City College ranking No. 7 nationally.

San José-Evergreen Community College District is committed to the principles of equal employment opportunity and diversity and implements a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment and promotional opportunity, and are not subjected to discrimination in any program or activity of the district. The district strives to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment.

The district's Mission Statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.

"As a leading educational institution, the mission of SJECCD is to meet the diverse educational and workforce needs of our community by empowering our students to become agents for socioeconomic change."

According to the Chronicle of Higher Education's "Diversity Index" Evergreen Valley College ranks No. 2 and San Jose City College ranks No.7 nationally with greatest racial and ethnic diversity among all two-year public institutions.

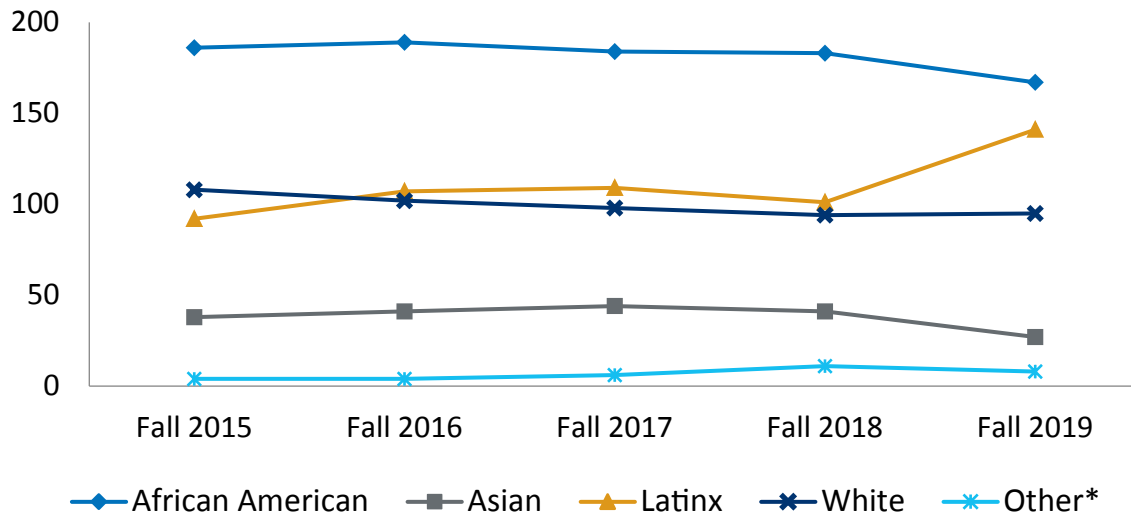
San José-Evergreen Community College District-wide total adjunct faculty population is 399, comprised of 6% African American, 27% Asian Pacific Islander, 13% Latino/Hispanic, 49% Caucasian/White, 1% Native American, 6% Other/Unknown; 52% Female, and 48% Male. c. San José-Evergreen Community College District-wide total full-time faculty population is 240, comprised of 9% African American, 28% Asian Pacific Islander, 25% Latino/Hispanic, 32% Caucasian/White, 1% Native American, 5% Other/Unknown; 62% Female, and 38% Male.

Compton Community College District

Compton College recognizes that [diversity, equity and inclusion](#) in the academic environment and workplace foster cultural awareness, promote mutual understanding and respect, and provide room for personal and professional growth. Our [commitment](#) to these principles is embedded in our [mission statement](#), [Board Resolution](#), [policies and procedures](#), [Equal Employment Opportunity Plan](#), and [Human Resources Staffing Plan](#).

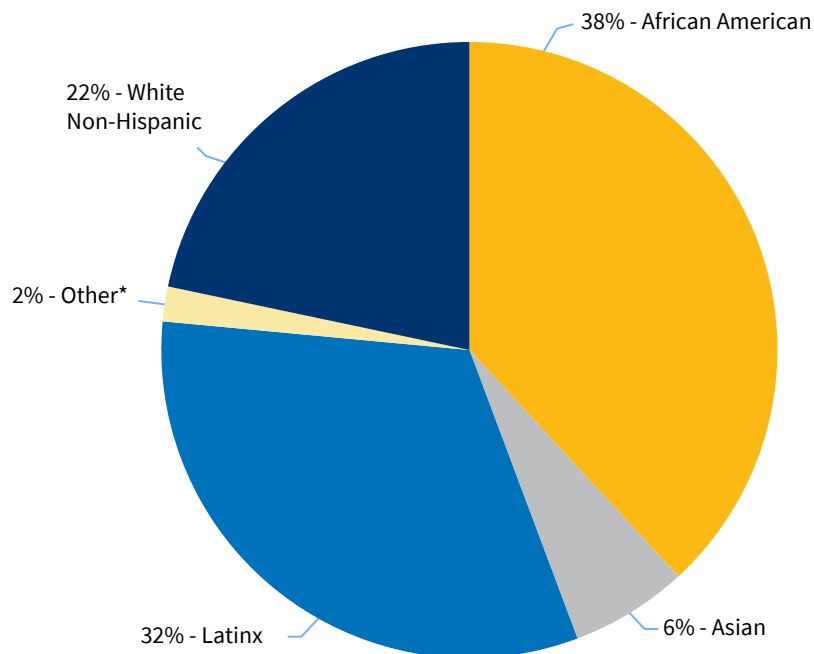
We have developed a series of action plans in alignment with the recommendations by the California Community Colleges Chancellor's Office's Diversity, Equity and Inclusion Task Force, the USC Center for Urban Education, and the USC Race and Equity Center. Further information about the plans can be found below under "Resources." At Compton College, we continue to strive for a more diverse, equitable, and inclusive campus as part of our commitment to educational excellence and [professional development](#). Thoughtful feedback, insight, strategies and solutions are warmly welcomed.

Compton College Employee by Race/Ethnicity Trend



**Other includes American Indian/Alaskan Native, Pacific Islander, Multi-Ethnic, and Unknown.*

Compton College 78% of Employees are Diverse by Race/Ethnicity



**Other includes American Indian/Alaskan Native, Pacific Islander, Multi-Ethnic, and Unknown.*

Santa Rosa Community College District

Strategic College Recruitment

The Santa Rosa Junior College launched its College Recruitment program in Spring 2020. The mission of this program is to provide an informational and recruiting program that will encourage students to become qualified for, and seek, employment as community college faculty or administrators. SRJC will be partnering with identified educational institutions to provide informational sessions and rewarding career experiences for students. This program may eventually be a pool for future SRJC recruitments.

Program Details:

- Target students who would be students in Bachelor's, Masters and PhD programs at local and national universities
- District representatives (from EEOAC, HR and instructional areas) attend these events
- Interested students are invited to meet and greet session with District representatives
- Informal Mentorship program - students will be paired with a faculty or administrator to maintain contact
- Work with Career Centers, Deans of Department of Education, Academic Vice Presidents and Provosts to organize the information sessions

The first college recruiting event was at CSU East Bay followed by an Information Session at University of California, Berkeley in Spring 2020. Some students from the UC Berkeley college recruiting event applied for full time faculty positions at SRJC for recruitments filled in Fall 2020 and two were hired. The District has been very strategic in broadening recruitment and outreach efforts to reach Black/African American candidates. In our recent faculty and management job postings, we posted positions with the Historical Black Colleges and Universities (HBCU's) and The Journal of Blacks in Higher Education and Blacks in Higher Education. We also reached out to HBCU's to schedule information sessions that would allow for direct outreach to their students and alumni. Our first HBCU information session was held in Spring 2021 with North Carolina Agricultural & Technical State University.

Diversity Mentorship Program for Administrators

The District also implemented a Diversity Mentorship Program for Administrators during Summer 2021 in collaboration with UC Berkeley to provide opportunities for UC Berkeley students who are interested in community college careers in administration to work with SRJC administrators. The next cohort is scheduled for Summer 2022.

District wide Diversity and Inclusion Climate Survey and Post Survey Action (Solution Forum):

In Fall 2018, The District sponsored the first ever Diversity and Inclusion Climate Survey for all Management, Faculty, Students, and Classified Professionals at SRJC. The survey was

sponsored by the District's Equal Employment Opportunity Advisory Committee (EEOAC) and administered by Insight Into Diversity-View Finder Climate Campus Surveys. A total of 29,592 students, faculty, classified professionals and administrators participated in this survey. The goal for conducting this climate survey was to help assess the diversity and inclusion climate of the Sonoma County Junior College District. The survey provided an opportunity for all constituent groups to provide feedback to the District anonymously. Results will aid in decisions around developing future trainings/programs/process improvements in the areas of Diversity, Equity, and Inclusion, thereby, and suggestions for ensuring equity-mindedness in the hiring process in order to facilitate the vision of the District.

In Spring 2019, the Equal Employment Opportunity Advisory Committee hosted a **Solution Forum** to address the issues outlined in the surveys. 44 people attended this ground breaking event. As part of improving our hiring practices, EEOAC also implemented a survey in Spring 2021 to solicit input from the college community on our hiring and retention efforts. The feedback received will inform the upcoming hiring and retention decisions at the District.

Embracing a Culture of Inclusion (ECI) Program

This program was started in 2016 order to provide a work environment that is welcoming and equitable with the opportunity for all cultures and perspectives to thrive. ECI's Mission Statement is as follows:

To provide a continuous learning, community building, and action based platform that challenges participants to value and celebrate our unique backgrounds, eliminate discrimination/bias, build community and to actively improve all interactions within our college community for the promotion of a healthy work environment. The goal of ECI's mission is to facilitate the vision of the District which is to be an inclusive, diverse and sustainable learning community that engages the whole person.

ECI trainings were originally offered at the District's Professional Development Activity days and have since been incorporated into New Hire Orientations and with other groups, such as Student Government and SRJC's Leadership Academy. A series of 'Building Community' Workshops were offered in recent years to provide an opportunity for our college community to interact with each other by participating in group discussions and projects to create an opportunity to build trust and to improve inclusion and retention in the workplace. A video was created to share ECI's perspective on Why Inclusion Matters at SRJC. ECI was recognized with the Outstanding Program award by The California Community College Council for Staff and Organizational Development (4CSD) in spring 2018.

Awards and Recognitions

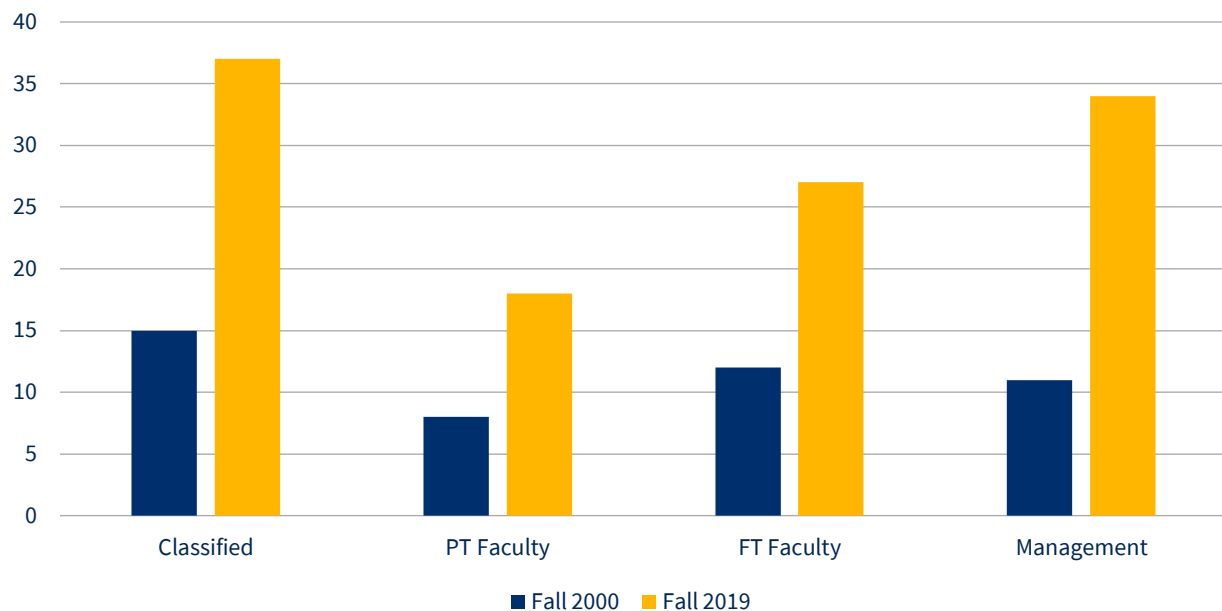
SRJC received the INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award for the past three consecutive years (2019, 2020, and 2021) and SRJC was the only California Community College recipient of this award. This award recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

Also, SRJC's Second Chance Program for Incarcerated Students was selected for the HEED spotlight and was featured in the December 2019 issue of INSIGHT Into Diversity.

Measurable Outcomes: As a result of the DEIA work, Santa Rosa CCD has increased the diversity of employees from 10% to 25%.

Employee Group	Fall 2000 % Non-White	Fall 2019 % Non-White	Significant Increases
Classified	15%	37%	Latinx employees doubled since 2009
Faculty-Adjunct	8%	18%	Latinx employees doubled since 2012
Faculty-Contract	12%	27%	Increase in non-white faculty from 17% to 27% since 2011
Management	11%	34%	Increase in non-white management from 11% to 37% from 2010-2016

Santa Rosa Community College District
Employee Diversity % Increase



Front cover photo: San Joaquin
Delta College.

Photo at right: Ohlone College.

Back cover photo: Los Medanos
College.



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