

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT



EQUAL EMPLOYMENT OPPORTUNITY PLAN

(Adopted by SFCCD Board of Trustees: March 28, 2024)

San Francisco Community College District

50 Frida Kahlo Way

San Francisco, California 94112

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APPENDIX CCSF Fact Sheet_Student Demographics

<https://www.ccsf.edu/sites/default/files/2023/document/factsheet-student-demographics.pdf>
(Office of Research and Planning)

Model Plan and Guidelines

Plan Component 1: Introduction

The Board of Trustees adopted the San Francisco Community College District (District) Equal Employment Opportunity Plan (*Plan*) on **March 28, 2024**. The *Plan* reflects the District's commitment to Equal Employment Opportunity (EEO). It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment that is welcoming to all will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan's* immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to Government Code section 12920, et. seq., Education Code section 87100 et seq., and Title 5, California Code of Regulations sections (section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups.

The *Plan* also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment, which is welcoming to all¹; and procedures for dissemination of the *Plan*.

To serve a growing, diverse student population properly, the District will endeavor to hire, retain, and promote a diverse faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

Appendix A. CCSF Fact Sheet _Student Demographics [CCSF Fact Sheet - Student Demographics](#)

Signature of the Chancellor



¹ Diversity and equal employment opportunity are related but separate concepts. An environment that promotes principles of diversity simultaneously promotes an accepting environment for implementation of equal employment opportunity. Because of the interrelationship of diversity and EEO, Plan Component 11 is dedicated to diversity programs and projects as a way to further EEO efforts.

Plan Component 2: Definitions

Accessibility: The opportunity [for a person with a disability] to acquire the same information and materials, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. This includes the intentional design or redesign of technology, policies, products, services, and facilities that increase one's ability to use, access, and obtain the respective item.²

Adverse impact: Adverse impact exists where the selection for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate.

Ally: Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color.

Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.³

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.⁴

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time.⁵

Cultural Competence: Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural

² University of Pittsburgh, Office for Equity, Diversity, and Inclusion (n.d.) *Diversity, Equity, and Inclusion Glossary*. <https://www.diversity.pitt.edu/education/diversity-equity-and-inclusion-glossary>.; U.S. Department of Education, Office for Civil Rights, 2013, February 28. *Resolution Agreement: South Carolina Technical College System*. <https://www2.ed.gov/about/offices/list/ocr/docs/investigations/1116002-b.html>

³ Kendi, I.X. (2019). *How to be an antiracist*. One World.

⁴ Bias. (n.d.) American Psychological Association Dictionary, Retrieved September 3, 2020, from <https://dictionary.apa.org/bias>.; Friarman, S.E. (2016). Unconscious bias: when good intentions aren't enough. *Educational Leadership*, 74(3), 10-15.; Moule, J. (2009). Understanding unconscious bias and unintentional racism. *Phi Delta Kappan* (January), 320-326.

⁵ Abu-Lughod, L. (1991). Writing against culture. In R.G. Fox (Ed.) *Recapturing Anthropology: Working in the Present* (pp. 137-162). Santa Fe: School of American Research Press.; Culture (n.d.) American Sociological Association. Retrieved September 3, 2020, from <https://www.asanet.org/topics/culture>.

competency have knowledge of the intersectionality of social identifies and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.⁶

Diversity: Means a condition of broad inclusion in an employment environment that offers equal employment opportunity and respect for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.

Equal Employment Opportunity (EEO): means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all job categories. Equal employment opportunity also involves:

- 1) identifying and eliminating barriers to employment that are not job related; such as reliance on preferred job qualifications that do not reasonably predict job performance;
- 2) Updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and
- 3) creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and welcoming to persons free from discrimination related to the categories protected from discrimination by Government Code section 12940.

⁶ Department of Epidemiology, (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>

Equal Employment Opportunity Plan: A written document that includes: 1) analysis of the District's workforce; and 2) descriptions of the District's programs, strategies, plans, and procedures, informed by the District's workforce analysis, that are implemented or will be implemented to promote equal employment opportunity.

Equal Employment Opportunity Programs: refers to combination of District strategies implemented to promote equal employment opportunity. The District's longitudinal workforce and applicant analyses shall inform such programs.

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systemic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people.⁷

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.⁸

Ethnic Group Identification: means an individual's identification in one or more of the ethnic groups reported to the State Chancellor pursuant to section 53004. The State Chancellor consistent with state and federal law shall more specifically define these groups.

Gender: Is separate from 'sex', which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers "appropriate" for men and women. A person's gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man).⁹

In-house or Promotional Only Hiring: means that only existing District employees are eligible to apply for a position.

Job Categories: For purposes of this Plan, "job categories" includes executive/administrative/managerial, faculty and other instructional/counseling staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

⁷ Equity. (n.d.) *National Association of College and Employers*. Retrieved August 10, 2020, from <https://www.nacweb.org/about-us/equity-definition/>; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>

⁸ Dein, S. (2006) Race, culture and ethnicity in minority research: A critical discussion. *Journal of Cultural Diversity*, 13 (2), 68-67.; Senior, P., & Bohpal, R. (1994). Ethnicity as a variable in epidemiological research. *British Medical Journal*, 309, 327-328.

⁹ Torgrimson, B. N., & Minson, C. T. (2005). Sex and gender: What is the difference? *Journal of Applied Physiology*, 99 (3), 785-787, <https://doi.org/10.1152/jappliedphysiol.00376.2005>

Monitored Group: means groups identified in section 53004(b) for which monitoring and reporting of demographic data is required pursuant to section 53004(a).

Person with a Disability: means any person who: (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.¹⁰

Reasonable Accommodation: means the efforts made by the District in compliance with Government Code section 12926.

Screening or Selection Procedures: any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, application forms, reviews, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to Sections 53022 and 53430, and applicant pool review pursuant to Section 53023.

Underrepresented Group: any monitored group for which the percentage of persons from that group employed by the District in any job category is below eighty percent (80%) of the projected representation for that group in the job category.

¹⁰ Department of Epidemiology, (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <http://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>

Plan Component 3: Policy Statement

The San Francisco Community College District is committed to the principles of equal employment opportunity and will implement 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 opportunity and are not subjected to discrimination in any program or activity of the District on the basis of race, color, ancestry, national origin, immigration status, ethnic group identification, religion, age, sex, gender, gender identity, gender expression, marital status, domestic partner status, sexual orientation, physical disability, mental disability, AIDS/HIV status, medical conditions, or military or veteran status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to all sexes and genders, persons with disabilities and individuals from all ethnic and other groups indicated above, to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

Plan Component 4: Delegation of Responsibility, Authority and Compliance

Equal employment opportunity requires a commitment and a contribution from every segment of the District. The District's goal is that all employees promote and support equal employment opportunity principles. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

1. *Board of Trustees*

The Board is ultimately responsible for proper implementation of the District's *Plan* at all levels of District and college operation, and for ensuring equal employment opportunity as described in the *Plan*. Further, the Board oversees the Chancellor's responsibility to ensure the EEO Plan shall:

- a) Be developed in collaboration with the District's Equal Employment Advisory Committee;
- b) Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item;
- c) Cover a period of three (3) years, after which a new or revised plan shall be adopted; and
- d) Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.

2. *Chancellor*

The Board of Trustees delegates to the Chancellor the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to them on their ability to follow and implement the *Plan*.

3. *EEO Officer*

The District has designated Tony Brown, Compliance Officer/Title IX Coordinator as its EEO Officer. The EEO Officer is responsible for the implementation of the *Plan*. The EEO Officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The EEO Officer is also responsible for ensuring that applicant pools and selection procedures are properly monitored in as required by Sections 53023 and 53024; preparing annual reports; receiving complaints described in Plan Component 6 and for ensuring that such complaints are properly and impartially investigated. The EEO Officer shall ensure prompt and effective implementation of the requirements of the Plan, work to achieve employee diversification, and avoid disparate impacts, consistent with state and federal laws.

4. *Equal Employment Opportunity Advisory Committee*
The District has established an Equal Employment Opportunity Advisory Committee to act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the development and implementation of the *Plan* in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for *Plan* revisions as appropriate.
5. *Screening Committees*
A screening committee member, or any organization or individual, whether or not an employee of the District, who acts on behalf of the Board with regard to the recruitment and screening of personnel is subject to the requirements of this *Plan* and applicable Title 5 provisions.
6. *Agents of the District*
Any organization or individual, who participates in District recruitment or screening of personnel, whether as an employee or a contractor, is an agent of the District for such purposes only and is subject to all requirements of this *Plan*.

Through the authority articulated in this Plan Component and the EEO Plan generally, the District shall make continuous good faith efforts to implement the EEO Plan, achieve employee diversity, and avoid disparate impacts, consistent with state and federal laws.

Plan Component 5: Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist the District in developing, implementing, and revising its *Plan*. The Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The Advisory Committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.

The EEOAC will include a diverse membership of individuals committed to equal employment opportunity, diversity, and inclusion. Committee will be composed of two faculty members, two classified members, two administrators/managers, and one or more students. Ex officio members shall include the Vice Chancellor and/or Associate Vice Chancellor of Human Resources and the EEO Officer.

The respective leadership appoints members as follows Faculty Academic Senate, SEIU, Administrative Association, and the Associated Students Executive Council. Underrepresented Classified may also serve as one of the two classified members. At the discretion of the EEO Officer or designee, up to two more individuals may be appointed for enhancing the committee's diversity.

The EEO Officer will ensure that the EEOAC and all members of the Board receive training in all of the following:

- a) The requirements of Title 5, Section 53003 and of state and federal nondiscrimination laws;
- b) Identification and elimination of bias in hiring;
- c) The educational benefits of workforce diversity; and
- d) The role of the EEOAC in drafting and implementing the District's EEO Plan.

The EEOAC may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The EEOAC or its individual members may sponsor events, trainings, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The EEO Officer or designee shall also train the EEOAC on equal employment compliance and the *Plan* itself.

The EEOAC shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review equal employment opportunity and diversity efforts, programs, policies, and progress.

Plan Component 6: Complaints

Discrimination and Harassment Complaint Procedure

References:

Education Code Sections 212.5, 231.5, 66281.5 and 67386

Government Code Section 12950.1

Title 5 sections 59320, 59324, 59326, 59328, and 53000 et seq.,

BP/AP 2.30 Unlawful Discrimination & BP/AP 2.31 Harassment

Reporting and Filing Complaints

State and federal law prohibit discrimination or retaliation against persons or groups, or those associated with them on the basis of an actual or perceived characteristic related to ethnic group identification, national origin, immigration status, religion, age, sex, gender, gender identification, gender expression, military and veteran status, marital status, medical condition, race, color, ancestry, sexual orientation, physical or mental disability, or any other characteristic protected under applicable federal or state law.

These laws provide that protected persons and groups, or those associated with them, shall neither be denied full and equal access to the benefits of, nor be subjected to discrimination under, any program or activity that is administered by, funded directly by, or that receives any financial assistance from the Chancellor or Board of Governors of the California Community Colleges, based upon an actual or perceived characteristic listed above.

Community college districts must investigate complaints of unlawful discrimination in their programs and activities in accordance with the provisions of Title 5, California Code of Regulations, section 59300 et seq.

Complaints

A Complaint is a written or verbal statement filed with the District that alleges harassment, discrimination, or retaliation in violation of the District's Board Policies, Administrative Procedures, or in violation of state or federal law. Formal Complaints must be filed with the EEO Officer unless the Party submitting the Formal Complaint alleges discrimination, harassment, or retaliation against the EEO Officer, in which case it should be submitted directly to the Vice Chancellor Human Resources and/or the Chancellor.

The District may request but shall not require a complainant to submit a complaint on the form prescribed by the Chancellor of the California Community Colleges. A copy of the form and Policies and Procedures for Handling Complaints of Unlawful Discrimination and Harassment and respective Board Policy and Administrative Procedures are available at the District's website at: [ADA/EEO/Civil Rights Compliance | CCSE](#), or at the District's Human Resources Department/Compliance Office located at 50 Frida Kahlo Way, Bungalow 716, San Francisco, CA 94112.

A complainant must report a verbal complaint by contacting Tony Brown, Compliance Officer/Title IX Coordinator (EEO Officer) at gabrown@ccsf.edu , by phone 415/452-5123, or in person at the District’s Human Resources Department, 50 Frida Kahlo Way, Bungalow 716, San Francisco, CA 94112. The Compliance Officer or designee will record the verbal complaint in writing. The EEO Officer shall record the verbal complaint in writing. The EEO Officer shall take steps to ensure the writing accurately reflects the facts alleged by the Complainant.

A Complaint must meet **each of the following** criteria:

- It must allege facts with enough specificity to show that the allegations, if true, would constitute a violation of District policies and procedures prohibiting discrimination, harassment, or retaliation;
- The Complainant must file any Complaint not involving employment within one year of the date of the alleged discriminatory, harassing, or retaliatory conduct or within one year of the date on which the Complainant knew or should have known of the facts underlying the allegation(s) of discrimination, harassment, or retaliation; and
- The Complainant must file any Complaint alleging discrimination, harassment, or retaliation in employment within 180 days of the date of the alleged discriminatory, harassing, or retaliatory conduct, except that this period shall be extended by no more than 90 days following the expiration of the 180 days if the Complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days.

If the Complainant does not meet the requirements set forth above, the EEO Officer will promptly contact the Complainant and specify the defect. If the Complainant is unable to fix the defect in the Complaint, the EEO Officer shall consider the allegations contained in the Complaint and determine the appropriate course of action. This may include efforts to informally resolve the matter or to conduct a fact-finding investigation.

Oversight of Complaint Procedure

The EEO Officer is the “responsible District officer” (RDO) charged with receiving complaints of discrimination or harassment and coordinating the investigation.

The actual investigation of complaints may be assigned by the RDO to other staff or to outside persons or organizations under contract with the District. This shall also occur whenever the Chancellor, Vice Chancellor of Human Resources, or EEO Officer is named in the complaint or implicated by the allegations in the complaint.

Who May File a Complaint

Any student, employee, parent of a minor, or an individual with legal authority on behalf of a student or employee who believes the student or employee has been discriminated against or harassed by a student, employees, or third party in violation of this procedure and the related policy.

Where to File a Complaint

A student, employee, parent of a minor, or an individual with legal authority on behalf of a student or employee who believes the student or employee has been discriminated against or harassed by a student, employees, or third party in violation of this procedure and the related policy may take a complaint orally or in writing directed to the EEO Officer. Complaints may, but are not required to, use the form prescribed by the California Community College State Chancellor's Office. The form is available at the District's website at: [ADA/EEO/Civil Rights Compliance | CCSF](#), or at the District's Human Resources Department/Compliance Office located at 50 Frida Kahlo Way, Bungalow 716, San Francisco, CA 94112.

Complaints must be filed with the EEO Officer unless the person submitting the complaint alleges a violation against the EEO Officer, in which case the complaint should be submitted direct to the Vice Chancellor or the Associate Vice Chancellor Human Resources or the District's Chancellor.

Community College students may also file an unlawful discrimination complaint with the Office of Civil Rights of the U.S. Department of Education (OCR) at [Office for Civil Rights | U.S. Department of Education](#). (1-800-421-3481 or 1-415-486-5555).

A community college district employee or applicant for employment may file their employment-related complaint with the [Home | U.S. Equal Employment Opportunity Commission \(eoc.gov\)](#) and/or the California Civil Rights Department at [Complaint Process | CRD \(ca.gov\)](#).

Time Limits for Filing Complaints

➤ For Complaints Not Involving Employment

- The complaint must be filed within **one year** of the date of the alleged unlawful discrimination or within one year of the date when the complainant knew or should have known about the facts underlying the allegation.
- Student complainants may also file nonemployment-based complaints with the **Office of Civil Rights of the U.S. Department of Education (OCR)**.

➤ Employment-Related Complaints / For complaints alleging **discrimination in employment:**

- The complaint must be filed within **180 days** of the date the alleged unlawful discrimination occurred.
- If the complainant first obtained knowledge of the facts after the initial 180 days, an extension of up to **90 days** is allowed.

- Complainants may also file the complaint with the **U.S. Equal Employment Opportunity Commission (EEOC)** and/or the **Office of Civil Rights** of the **U.S. Department of Education (OCR)**.

The District's discrimination and harassment complaint policies, procedures, and complaint form can be accessed at the following link: [ADA/EEO/Civil Rights Compliance | CCSF](#).

Plan Component 7: Notification to District Employees

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement is online, in the college catalogs, and in employment materials. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, the Chancellor, administrators, the academic senate leadership, classified senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee.

The *Plan* will be available on the District's website, and when appropriate, may be distributed by email. New employees at the time of their new hire process are provided with employee handbooks, which include the EEO Plan as an appendix, and at new employee orientation.

Plan Component 8: Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel, shall receive appropriate training on:

- the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.) & of federal and state nondiscrimination laws;
- the requirements of the District's Equal Employment Opportunity Plan;
- the District's policies on nondiscrimination, recruitment, and hiring;
- the elimination of bias in hiring decisions;
- principles of diversity and cultural responsiveness;
- the value of a race conscious, anti-racist, diverse workforce;
- Equity advancing practices in serving on a selection or screening committee;
- The educational benefits of workforce diversity; and
- Best practices in serving on a selection or screening committee

Persons serving in the above capacities will be required to receive training within the 24 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The EEO Officer is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

Screening and selection committees shall include a diverse membership to ensure that a variety of perspectives is included in the assessment of applicants. The established hiring procedures for faculty, administrators, and classified list the search committee composition. Generally hiring committee membership establishes that: 1) students are selected by the Associated Students Executive Council; 2) administrators are recommended by the Administrative Association to the Chancellor for selection; 3) faculty are selected by the Academic Senate; and 4) classified are selected by SEIU except unrepresented classified and classified employees represented by Local 39 or SFBCTCU (Trades & Crafts) who are selected by the Chancellor or HR designee.

The District will ensure that diverse pool of employees are trained to participate in selection committees at the outset. If the Compliance Officer/Title IX Coordinator (EEO Officer) determines that the screening committee membership should be more diverse, they may appoint additional members as needed.

Plan Component 9: Annual Written Notice to Community Organizations

The EEO Officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will inform these organizations that they may obtain a copy of the *Plan*, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan*. The notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. The Human Resources Office and the EEO Officer will maintain a list of organizations that will receive this notice. The list may be revised from time to time as necessary.

Plan Component 10: Analysis of District Workforce and Applicant Pool

References: CCR, Title 5, §§553003(c)(8), 53004, and 53006

The District collects data yearly and determines through data analysis if there are adverse impacts. The District gathers EEO data for applicants and current workforce as specified in Component 10 for the purpose of conducting periodic, longitudinal analysis using applicant and employee data identified by number of persons from the monitored groups identified below for each job category (see Component 2 Definitions for the job categories).

The data analysis is used to determine whether additional diversification measures are required and to implement and evaluate the effectiveness of those measures, including monitoring hiring practices, identifying, and eliminating barriers to employment.

EEO Data Collection

The District allows applicants and employees to identify their gender (including non-binary options), ethnic group identification, and, if applicable, their disability status as prescribed by the State Chancellor, consistent with state, and federal law (EEO Data). The District keeps EEO Data confidential and uses it solely for researching, monitoring, and evaluating the effectiveness of the District's EEO program. Applicants' EEO Data is not made available to screening/selection committee members.

The following monitored group information is gathered:

1. **Gender Identification** – The District requests that applicants and employees self-identify as female, male, or non-binary.
2. **Race and Ethnicity Identification** – The District requests that applicants and employees self-identify into the following ethnicity categories:
 - a. **Hispanic or Latino** – a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
 - b. **American Indian or Alaska Native** – A person having origins in any of the original peoples of North and South American (including Central America), and who maintains tribal affiliation or community attachment.
 - c. **Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
 - d. **Black or African American** – A person having origins in any of the black racial groups of Africa
 - e. **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
 - f. **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

3. **Disability Identification**

The District requests that all employees self-identify their disability status, if any, by using the following definition consistent with the Fair Employment and Housing Act:

- a. Disabled person – any person who (1) has a physical or mental impairment which limits one or more of such person’s major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.
- b. Major life activities – Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

In addition to the monitored groups identified in Title 5, Section 53004, the District also requests that all employees self-identify their protected veteran status, if any, by using the following definition consistent with the Vietnam Era Veteran’s Readjustment Assistance Act (VEVRAA):

4. **Protected Veteran status** – The District requests that all employees self-identify their veteran status, if any, in accordance with the Vietnam Era Veteran’s Readjustment Assistance Act (VEVRAA). VEVRAA covers veterans from World War II, the Korean conflict, the Vietnam era, and the Persian Gulf War, defined as occurring from August 2, 1990 to the present, and including disabled veterans.

The District also requests that all employees self-identify their protected sexual orientation status

5. **Sexual Orientation status** – California law protects employees from discrimination based on their actual or perceived sexual orientation. This includes heterosexuality, homosexuality, and bisexuality.

Voluntary Submission of EEO Data

Applicants provide their EEO Data voluntarily during the application process and are not required to respond. There may be a significant number of applicants who decline to identify their protected class category status with the District. The data is maintained confidentially and separate from applicant materials forwarded to the screening/selection committee and hiring administrator(s).

Longitudinal Analysis to Identify Adverse Impact

In compliance with the requirements of §53006, a longitudinal analyses of District employment trends, applicants, and employees is compiled to identify and mitigate the causes of adverse impact.

The Human Resources Department annually surveys the entire District workforce composition and monitors applicant pools on an ongoing basis to evaluate the District’s progress in implementing the *Plan*, to provide data needed for the reports required by this *Plan* and to determine whether any monitored group or locally monitored group is underrepresented.

Districts are required to identify any “significantly underrepresented groups,” where actual representation is below 80% of projected representation. Adverse impact exists where the selection rate for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate.

The workforce analysis report, *Employee & Hiring Data Report*, is provided annually to the State Chancellor’s Office, and is made available on the District’s Human Resources website at Hiring & Employee Data | CCSF. The Reports include demographic data on applicant pools and existing workforce, including applicant and workforce data analysis used to conduct adverse impact analyses.

Specifically, the District compares the composition of initial applicant pools, qualified pools, and applicants recommended for interview to final selection to identify any adverse impact of the District’s pre-hiring and hiring strategies.

Plan Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories.

Studies have shown the education benefits of a diverse workforce. Statewide demographic data shows that the community college student population has become increasingly diverse over the last several years. However, the workforce does not reflect the diversity of the students served.¹¹

Studies show that interactions between underrepresented minority faculty and underrepresented minority students positively affect the student outcomes and overall academic performance.¹²

A longitudinal analysis of local employment data is used to identify and eliminate barriers to employment; it extends employment opportunities to a broader range of individuals that leads to increased diversity and talent in a district's workforce.

Districts are required to identify any "significantly underrepresented groups," where actual representation is below 80 percent of projected representation. Title 5, section 53001(l) defines "significantly underrepresented group" as "any monitored group for which the percentage of persons from that group employed by a district in any job category listed in section 53004(a) [refer to Plan -Component 2] is below 80% of the projected representation for that group in the job category in question.

Title 5 does not define "projected representation" for purposes of the 80 percent rule – it is a local decision. The District has established in its practice, student demographics as one the metrics against which significant under-representation is determined in reviewing workforce demographic data. Additionally the District has gathered workforce and applicant data as illustrated in the *Employee & Hiring Data Reports* available at the District's Human Resources website: [Hiring & Employee Data | CCSF](#)

The District conducts analysis to identify any "significantly underrepresented groups" where actual representation is below 80 percent of projected representation using "total workforce" as the "actual group", where "total workforce" is categorized as follows: Administrators, Full time Faculty, Part time/adjunct Faculty, and Classified staff. **Tables A, B, and C** reflect the analysis conducted for Fall 2017 & Fall 2022 data. *(Please note that the District Workforce data for the race/ethnicity category: "Other" includes "Multi-Ethnicity" and "Unknown/Declined to State/Not Disclosed".*

The District will continue to gather workforce and applicant data in **year one** of the Plan, and in consecutive Plan **years two and three**, the District will include an analysis to identify any

¹¹ Ortiz Oakley Eloy, Chancellor. 2018. "EEO Longitudinal Data Guide." CA Community Colleges Chancellor's Office

¹² Fairlie, Robert W., Florian Hoffmann, and Philip Oreopoulos. 2014. "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *American Economic Review*, 104 (8): 2567-91

“significantly underrepresented groups workforce by job category as identified in section 53004(a):

Executive/administrative/managerial
Faculty and other instructional/counseling staff
Professional non-faculty
Secretarial/clerical
Technical and paraprofessional
Skilled crafts
Service and maintenance

Moreover, the District will collect and organize data using the race and ethnicity identification monitored groups as defined in Plan Component 10 and in accordance with *Title 5 §§553003(c)(8), 53004, and 53006.*

Continued pages 22 - 28

TABLE A - DISTRICT WORKFORCE 6 -YR Comparison Fall 2017 & Fall 2022

Table provides a comparison of CCSF's workforce change from Fall 2017 to Fall 2022

| Faculty & Staff Demographic Report | | | | | |
|------------------------------------|----------------|-------------|----------------|-------------|--------------|
| | Fall 2017 | Fall 2017 | Fall 2022 | Fall 2022 | 6-YR CHANGE |
| | Employee count | Emp Count % | Employee count | Emp Count % | % difference |
| Administrator | 49 | 100% | 37 | 100% | |
| African American | 8 | 16% | 7 | 19% | 3% |
| Asian | 7 | 14% | 9 | 24% | 10% |
| White | 23 | 47% | 14 | 38% | -9% |
| Filipino | 1 | 2% | 1 | 3% | 1% |
| Latino/a | 8 | 16% | 4 | 11% | -5% |
| Native American/Alaska Native | 0 | 0% | 0 | 0% | 0% |
| Other | 2 | 4% | 2 | 5% | 1% |
| Pacific Islander | 0 | 0% | 0 | 0% | 0% |
| Southeast Asian | 0 | 0% | 0 | 0% | 0% |
| FT Tenure Track Faculty | 548 | 99% | 426 | 100% | |
| African American | 38 | 7% | 25 | 6% | -1% |
| Asian | 95 | 17% | 71 | 17% | 0% |
| White | 290 | 53% | 228 | 54% | 1% |
| Filipino | 23 | 4% | 14 | 3% | -1% |
| Latino/a | 67 | 12% | 57 | 13% | 1% |
| Native American/Alaska Native | 1 | 0% | 1 | 0% | 0% |
| Other | 25 | 5% | 20 | 5% | 0% |
| Pacific Islander | 2 | 0% | 1 | 0% | 0% |
| Southeast Asian | 7 | 1% | 9 | 2% | 1% |
| | | | | | |
| | | | | | |
| PT/adjunct Faculty | 885 | 99% | 479 | 100% | |
| African American | 62 | 7% | 34 | 7% | 0% |
| Asian | 147 | 17% | 93 | 19% | 2% |
| White | 506 | 57% | 250 | 52% | -5% |
| Filipino | 29 | 3% | 24 | 5% | 2% |
| Latino/a | 83 | 9% | 46 | 10% | 1% |
| Native American/Alaska Native | 3 | 0% | 1 | 0% | 0% |
| Other | 42 | 5% | 22 | 5% | 0% |
| Pacific Islander | 9 | 1% | 5 | 1% | 0% |
| Southeast Asian | 4 | 0% | 4 | 1% | 1% |

| | | | | | |
|-------------------------------|-------------|-------------|-------------|-------------|-----|
| Classified | 586 | 101% | 545 | 101% | |
| African American | 65 | 11% | 46 | 8% | -3% |
| Asian | 203 | 35% | 189 | 35% | 0% |
| White | 99 | 17% | 80 | 15% | -2% |
| Filipino | 63 | 11% | 52 | 10% | -1% |
| Latino/a | 97 | 17% | 109 | 20% | 3% |
| Native American/Alaska Native | 1 | 0% | 3 | 1% | 1% |
| Other | 23 | 4% | 22 | 4% | 0% |
| Pacific Islander | 8 | 1% | 10 | 2% | 1% |
| Southeast Asian | 27 | 5% | 34 | 6% | 1% |
| Total Workforce | 2068 | 99% | 1487 | 100% | |
| African American | 173 | 8% | 112 | 8% | 0% |
| Asian | 452 | 22% | 362 | 24% | 2% |
| White | 918 | 44% | 572 | 39% | -5% |
| Filipino | 116 | 6% | 91 | 6% | 0% |
| Latino/a | 255 | 12% | 216 | 15% | 3% |
| Native American/Alaska Native | 5 | 0% | 5 | 0% | 0% |
| Other | 92 | 5% | 66 | 4% | -1% |
| Pacific Islander | 19 | 0% | 16 | 1% | 1% |
| Southeast Asian | 38 | 2% | 47 | 3% | 1% |

Reference: Table A – District Workforce 6 - Year Comparison Fall 2017 and Fall 2022

Analysis of Workforce Data Fall 2017 and 2022 by Race/Ethnicity:

Table A depicts the ethnic/racial composition of the District’s total workforce in Fall 2017 and six years later in Fall 2022. The data suggests some general patterns. White employees constitute the largest category of employees and in Fall 2017 are double the next largest group, Asian. However, the six-year trend shows a 3% increase in Latino/a, and in the combined racial/ethnic categories: Asian, Filipino and Southeast Asian (Fall 2022: 33%; Fall 2017: 30%)*; although individually no increase is reflected in Filipino and a 1% increase is reflected in Southeast Asian. The increase in Latino/a and Asian may correlate with the -5% decrease in White over the six-year period. No change is reflected in African American, Filipino, nor Native American/Alaska Native. Pacific Islander increased by 1%. “Other” includes Unknown/Non-Respondent and “Declined to State.

*US Census and CA include Filipino and Southeast Asian in the “Asian” ethnic/racial demographic category.

Analysis of Workforce Data by employee group by Race/Ethnicity_ 6-Year Comparison Fall 2017 and Fall 2022:

Racial/Ethnicity in the **Administrator** employee group while predominately White (Fall 2017: 47%; Fall 2022: 38%) has decreased by 9% over the six-year period as it has increased primarily in administrator employees identifying as Asian (10% increase). However, Latino/a has

decreased by 5%. Data for the other racial/ethnic groups is either no change (Native American/Alaska Native, Pacific Islander, and Southeast Asian); and increase of 3% for African American and 1% for Filipino and Other.

White employees constitute the largest category in the **Faculty** employee groups, full-time tenure track and part-time/adjunct. The data reflects Full-time Tenure Track Faculty, Fall 2017: 53% and Fall 2022: 54%. For Part-time/adjunct Faculty, Fall 2017: 57% and Fall 2022: 52%. The other racial/ethnic groups do not show a significant increase over the six-year period.

The **Classified** employee group depicts employees identifying as Asian as the greatest percentage, 35% (Fall 2017 and Fall 2022), with Latino/a (Fall 2017: 17%; Fall 2022: 20%) the second highest, and then White (Fall 2017: 17%; Fall 2022: 15%) followed by Filipino (Fall 2017: 11%; Fall 2022: 10%). A 3% decrease is reflected in classified employees identifying as African American.

The following data analysis supports the District's focus to improve employee diversity by implementing data-driven approaches to: 1) identify potentially problematic employment and employee retention policies and processes, and 2) implement EEO practices and programs. Primary focus will be concentrated in improving diversity within the **Faculty** employee group.

There are two specific types of analysis related to a district's use of longitudinal employment data required by Title 5.

- 1) **Significantly Underrepresented Group Analysis &**
- 2) **EEOC Adverse Impact Test**

Significantly Underrepresented Group Analysis

As noted, the District had historically established in its practice, student demographics as one the metrics against which significant under-representation is determined in reviewing workforce demographic data. **Table B** reflects Fall 2022 District Total Workforce measures against Student Demographics. (Note: Categories "Other" is not included as the data is gathered from the District's HRIS system)

| Table B: FALL 2022 District Total Workforce measured against Student Demographics | | | |
|--|-----------------------------------|--------------------------------|------------------------|
| Demographic Group | Student Demographics | CCSF Workforce | 80 Percent Rule |
| | (Projected Representation) | (Actual Representation) | |
| African American | 6.16% | 8% | 130% |
| Asian (includes Southeast Asian) | 29.50% | 24% | 81% |
| White Non-Hispanic | 20.50% | 39% | 190% |
| Filipino | 4.73% | 6% | 127% |
| Hispanic/Latino/a | 27.19% | 15% | 55% |
| American Indian/Alaskan Native | 0.28% | 0% | 0% |
| Pacific Islander | 0.50% | 4% | 800% |
| Other (includes Unknown/Non Respondent & Decline to State) | 6.79% | 1% | 15% |
| Multi-Ethnicity | 4.36% | 3% | 69% |

Student Demographics: Source: CA Community Colleges State Chancellor’s website data Bank

Significant Underrepresentation is determined by dividing actual representation by the projected representation for each monitored group. The data in *Table B* reflects significant underrepresentation of employees identifying as Hispanic/Latino/a, Other, and Multi-Ethnicity when compared to Student demographics.

Table C reflects Fall 2022 District Total Workforce measures against Community Demographics as a metric against which significant under-representation is determined. The District utilizes data available from reliable public census reporting as well as the District’s Office of Research, Planning, Institutional Development, and the Office of Student Equity to develop statistical analysis.

Table C - FALL 2022 District Total Workforce measured against Community Demographics*

| Demographic Group | Community Demographics | CCSF Workforce | 80 Percent Rule |
|---|----------------------------|-------------------------|-----------------|
| | (Projected Representation) | (Actual Representation) | |
| African American | 7.39% | 8% | 108% |
| Asian (includes Southeast Asian & Filipino) | 23.51% | 30% | 128% |
| White Non-Hispanic | 47.46% | 39% | 82% |
| Hispanic/Latino/a | 16.52% | 15% | 91% |
| American Indian/Alaskan Native | 0.22% | 0% | 0% |
| Pacific Islander | 0.70% | 4% | 571% |
| Other (includes Unknown, Decline to State, & Multi-Ethnicity) | 4.19% | 4% | 95% |

Community Demographics: Source: US Census 2014-2018 EEO tables for San Francisco-Oakland-Hayward, CA Metro Area
[2014-2018 EEO Tables | American Community Survey | U.S. Census Bureau](#)

***Community Demographics = San Francisco-Oakland-Hayward, CA Metro Area**

The data in *Table C* does not reflect significant underrepresentation for any employee monitored group when compared to Community demographics.

Existence of a “significantly underrepresented group” is not proof that discrimination has occurred. It does however provide an opportunity for a district to review existing employment practices to identify any non-job-related barriers to employment and amend employment policies and practices as appropriate.

EEOC Adverse Impact Test

Districts are also required to determine whether employment selection procedures have an “adverse impact” on a monitored group based on EEOC guidelines. Title 5, section 53001(a) defines “adverse impact” as “a statistical measure applied to the effects of a selection procedure and demonstrating a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940.”

Table D reflect the four-step process established by the EEOC for employers to follow when conducting the EEOC's Adverse Impact Test, as follows: 1) Calculate the rate of selection for each group (divide the number of persons selected from a group by the number of applications from that group); 2) observe which group has the highest selection rate; 3) calculate the impact ratios, by comparing the selection rate for each group with that of the highest group (divide the selection rate for a group by the selection rate for the highest group); and 4) observe whether the selection group is substantially less than 4/5ths or 80 percent than the selection for the highest group.

| TABLE D - APPLICANT DATA for TOTAL ADMINISTRATIVE & FACULTY POSTINGS (FYs: 20/21, 21/22, 22/23 [as of 03/31/23]) | | | | | | | | | | | | | | |
|--|-------------------------------|-------------|----------------------------|-------------|---|-------------|--|-------------|---------------------------------|-------------|------------------------------|-------------|----------------|---|
| Racial/Ethnic Group | HIRING PROCESS STEPS: | | | | | | | | | | | | Adverse Impact | |
| | 1 Applications Received | | 2 HR Screens for MQs | | 3 Search Committee completes applicant review/paper screen | | 4 First Level Interview w/Committee | | 5 Second Level Interviews | | 6 Recommended for Hire | | % Converts | Adverse Impact 80 Percent Rule (White = 13.16%) |
| | # | % of total | # | % of total | # | % of total | # | % of total | # | % of total | # | % of total | | |
| African American | 46 | 23% | 46 | 23% | 30 | 20% | 14 | 18% | 6 | 16% | 4 | 21% | 8.70% | 66% |
| Asian | 33 | 17% | 33 | 17% | 26 | 17% | 16 | 21% | 8 | 21% | 4 | 21% | 12.12% | 92% |
| White | 38 | 19% | 38 | 19% | 39 | 25% | 18 | 23% | 12 | 32% | 5 | 26% | 13.16% | 100% |
| Filipino | 4 | 2% | 4 | 2% | 3 | 2% | 1 | 1% | 1 | 3% | 0 | 0% | 0.00% | 0% |
| Latino/a | 21 | 11% | 21 | 11% | 16 | 10% | 7 | 9% | 2 | 5% | 2 | 11% | 9.52% | 72% |
| American Indian/ Alaskan Native | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0.00% | 0% |
| Native Hawaiian/ Other Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0.00% | 0% |
| Other | 6 | 3% | 6 | 3% | 6 | 4% | 3 | 4% | 0 | 0% | 0 | 0% | 0.00% | 0% |
| Not Disclosed | 18 | 9% | 18 | 9% | 11 | 7% | 5 | 6% | 3 | 8% | 1 | 5% | 5.56% | 42% |
| Multi-Ethnicity | 33 | 17% | 33 | 17% | 22 | 14% | 13 | 17% | 6 | 16% | 3 | 16% | 9.09% | 69% |
| TOTAL APPLICANTS: | 199 | 100% | 199 | 100% | 153 | 100% | 77 | 100% | 38 | 100% | 19 | 100% | | |
| % Total Applicants by Hiring Process STEP | 100% | | 100% | | 76.88% | | 38.69% | | 19.10% | | 9.55% | | | |

Analysis of Adverse Impact by Monitored Race/Ethnicity Group:

Table D data shows that adverse impact by monitored race/ethnicity group under the EEOC’s Adverse Impact Test exists for applicants identifying as:

African American = 66%; Latino/a = 72%; American Indian/Alaskan Native = 0%; Other = 0%; and Not Disclosed = 42%; and Multi-Ethnicity = 69%.

When a district finds that a monitored group(s) is adversely impacted, it should take the opportunity to assess hiring policies and practices to determine why certain groups were eliminated in the hiring process at a substantially higher rate than other groups. The district has a responsibility to amend its hiring practices to ensure that all applicants have an equal opportunity for employment at the district.

Plan Component 12: Methods for Addressing Underrepresentation

The District addresses the EEO Best Practices and Multiple Methods and employs diversity, equity, inclusion, accessibility, & anti-racism (DEIAAR) principles when updating/reviewing employment policies and procedures. The following district strategies are designed to address adverse impact and underrepresentation:

PRE-HIRING Strategies:

Update & Modernize Employment Policies, Practices and Procedures

- The District was awarded an EEO Innovative Best Practices Grant (Titled: The Humanizing Resources Project: Hire, Retain, and Celebrate Employee Excellence Project (HRCEEP) for \$300,000. The project's goal will update and modernize employment policies, practices, and procedures utilizing a robust DEIAAR approach while innovating for transformational, systemic change in areas of hiring, retaining, supporting, and celebrating employees of color.
 - The Board of Trustees' adopted the *2023 Faculty Hiring Document* last published in 1991.
 - Update the Administrative Hiring Document
 - Examine the Classified staff hiring practices document

Recruitment/Applicant Pools

- Expand recruitment of job openings through more inclusive and targeted marketing through customized department/industry conferences, LISTSERV s, and newsletters;
- Expand the candidate pool through increased networking and peer outreach;

Job Announcements

- Develop job descriptions that include knowledge, skills, and abilities
- Re-open/extend recruitment if monitoring for adverse impact revealed

HIRING Strategies:

Selection & Screening Committees

- Re-design, redeploy and assess success of Hiring Committee Orientation
- Support the EEO Officer to train and deploy EEO Representatives to all Hiring Committees
- Create and deploy DEIAAR infused Guides and Training for Students on Hiring and EEO Committees
- Create and train diverse selection and screening committees, including providing training on implicit bias
- Ensure DEIAAR infused Guide/Trainings for Search & Screening Committees in the development of job descriptions, interview questions, and norming.

Screening Applicant Materials

- Incorporate anti-racist methods in assessing and scoring applicant materials with strong understanding of implicit bias and use of blind scoring and cohort hiring
- Update the Diversity Hiring Rubric to expand beyond a written statement

POST HIRING/DIVERSITY PROMISING RETENTION STRATEGIES:

- Track and analyze at the College and Department level why candidates decline offers of employment
- New Hire Orientations include DEIAAR training sessions/speakers
- New employee onboarding will include formal DEIAAR infused checklists for HR staff, Unions, Departments, and others to ensure knowledge base of CCSF and its systems and processes to initiate the formal and informal introductions to jumpstart building meaningful, supportive relationships
- Work toward establishing a culture of inclusivity
- PROFESSIONAL DEVELOPMENT, Flex Day Events/Diversity Workshops – include workshops to address unique burdens of diverse faculty.

Internship Programs

- The HRCEEP Funding will support the re-launching and re-instituting of the District’s Faculty Diversity Internship Program (FDIP) and Grow Your Own (GYO) Programs. These programs are structured to support diverse future faculty members gain experience teaching in community college, network with campus leaders and gain support in the craft of teaching and learning.

Evaluating Effectiveness

CCSF is committed to robust assessment in the above listed methods addressing underrepresentation.

Process evaluation:

Successfully updating and codifying employment policies, practices and procedures utilizing a DEIAAR lens.

Update hiring agreements between constituency groups and the district, job descriptions/postings, and scoring rubrics.

Track participation in trainings, and track the number and types of trainings conducted. Include satisfaction surveys as a component of the trainings and conduct a data analysis report. Types of training forums include new hire orientations, selection & screening committee trainings, onboarding, etc.


EEO PLAN COMPONENT 13


DISTRICT & COLLEGE ACTIVITIES DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITY

Developed in collaboration with Liebert Cassidy Whitmore

| | | What/When | Effectiveness Metrics & Review |
|--|--|---|--------------------------------|
| <ul style="list-style-type: none"> • This template includes a comprehensive list of all non-mandatory strategies provided in Title 5, Section 53024.1, as well as additional suggested strategies generated by the DEIA Task Force. Districts may also draw from locally-developed strategies. • Strategies are organized under the following categories: <ul style="list-style-type: none"> ➤ pre-hiring ➤ hiring ➤ post-hiring • While no specific strategy is mandatory, the EEO Plan must include at least one strategy from each category. • To use this template: <ul style="list-style-type: none"> ➤ delete strategies that your district will not be implementing during the life of the 3-year Plan; and ➤ insert locally-developed strategies not specifically listed in the space provided. | | <ul style="list-style-type: none"> • Describe strategy here • Specify what steps will be taken in which year or years of the 3-year plan to implement the strategy. <p>Suggested format:</p> <p>Y1: </p> <p>Y2: </p> <p>Y3: </p> | |

| | | What/When | Effectiveness Metrics & Review |
|--|---|---|--|
| PRE-HIRING | | | |
| <p>Provide training to employees, students & trustees.*</p> <p>*This applies if you are planning training that goes beyond mandatory training for hiring committees.</p> <p>(53024.1(d))</p> | <p>HR EEO Officer Risk Management</p> | <p>Y1 - Y3</p> <p>EEO & DEIA training is included in the New Employee Orientation (NEO) held yearly.</p> <p>Mandatory Sexual Harassment & Discrimination Training is mandatory and required of all employees in accordance with SB 1343. Training is conducted yearly and coordinated by the Risk Management Office.</p> | <p>Survey NEO Participants. Data is used to review and improve orientation session content to support newly hired employees transitioning into the District workforce.</p> <p>The Risk Management Office ensures compliance with mandatory training requirement in accordance with SB 1343 as certification proof is implemented in the training module.</p> |
| <p>Convey in publications and website the district's commitment to diversity & EEO.</p> <p>(53024.1(j))</p> | <p>HR EEO Officer</p> | <p>Y1 - Y3</p> <p>Updated EEO Plan is adopted by the Board of Trustees and distributed via the CCSF HR website, include in Employee Handbooks, New Employee Orientation, and in the Search & Screening (Hiring) Committee Orientations/trainings where applicable.</p> <p>Ensure the District's <i>Diversity Statement</i> is included in all applicant materials (job application site, job descriptions/postings, employee handbooks, HR website, HR publications (where applicable), etc.)</p> | <p>Include a feedback form as a component of the Search & Screening (Hiring) Committee Orientation/trainings and use responses to improve training sessions.</p> <p>The EEO Officer will continuously monitor the District's applicant materials to ensure compliance.</p> |
| <p>Review and update District EEO/DEI policy statement.*</p> <p>(53024.1(k))</p> <p>*Cross-reference Plan Component 3</p> | <p>EEO Officer & EEO Advisory Committee</p> | <p>Y1</p> <p>Review and update the District's EEO/DEI Policy Statement, including incorporating CA legislative updates to the applicable CA Education Codes, California Government Codes, Title IX, etc.</p> | <p>Ensure that EEO/DEI policy statement is updated accordingly, adopted by the Board of Trustees, and distributed appropriately as mandated.</p> |

| IMPLEMENTATION  | Who | What/When | Effectiveness Metrics & Review |
|---|---|---|---|
| Providing EEO/diversity enhancement resources and assistance to other districts. (53024.1(m)) | HR Leadership EEO Officer | HR leadership participates in the Bay 10 Regional Meetings. Participate in ACHRO/EEO sponsored trainings & events | Network and share best practices with colleagues and participate in CA Community College-wide consortiums and programs. |
| Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o)) | Diversity Committee (PGC Standing Committee) | Y1 - Y3 In alignment with the District’s mission and strategic plan, the Diversity Committee promotes and cultivates College diversity initiatives. The committee is responsible for cultivating college wide knowledge & awareness of diversity and fostering programs, events, policies, and institutional strategies that are aligned with the College’s mission and annual plans to integrate diversity. The Diversity Committee meets on the 2 nd Tuesday of each month in the Academic Year. The Diversity Committee is a Standing Participatory Governance Committee, and membership includes: <ul style="list-style-type: none"> a) 3 Students (Appointed by Associated Students Executive Board) b) 3 Faculty (Appointed by Academic Senate) c) 3 Classified Staff (Appointed by SEIU); Unrepresented and other classified staff represented by other Unions may also serve; they contact the Committee Chair/Co-Chairs. d) 3 Administrators (Appointed by Chancellor, after consultation with the Administrative Council) | Diversity Committee’s purpose and responsibilities are to: <ul style="list-style-type: none"> a) Assess & make recommendations concerning strategies to close student achievement gaps for identified underrepresented groups b) Identify organizational and institutional climate issues that impact on diversity goals and objectives. c) Identify potential resources that can be utilized to assist the district in achieving its goals and objectives related to diversity d) Plan, implement and assess professional development activities related to diversity. |
| Recurring activities related to improving student access and student success—with a nexus to EEO hiring. | HR, EEO Office/er, Student Equity Office. | The State Chancellor’s Office awarded the District with an EEO Innovative Best Practices Grant. The grant named, the Humanizing Resources Project: Hire, Retain, and Celebrate Employee Excellence Project (HRCEEP), will be used to update employment policies, Practices and procedures utilizing a DEIAAR approach. | Solicit feedback from students, faculty and staff. |

| IMPLEMENTATION  | Who | What/When | Effectiveness Metrics & Review |
|--|------------|--|--|
| Continued from page 3 | | <p>Y1: small work groups will develop materials and update existing policies & practices.</p> <p>Y1 –Y3: develop, launch & begin schedule of the HRCEEP Training Series to share updates to policies & practices with all stakeholders: Assoc. Student Council, DCC, Academic Senate, Classified Senate, Deans and Department Chairs, Administrators’ Assoc., & Chancellor’s Cabinet</p> <p>Y1-Y3: Implement diversity programming, training, and incorporate opportunities/events to celebrate DEI holidays, including creating a Diversity calendar and inclusive scheduling.</p> <p>Schedule trainings during regularly scheduled departmental/program meetings and professional development events</p> | <p>Implement updated policies in Employment materials and infuse updated practices in Pre-employment trainings.</p> <p>Illicit feedback via survey tool</p> <p>Conduct review & reflection exercises to ensure institutionalization of DEIAAR is integrated in employment policies and procedures.</p> |
| Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals. | HR | <p>Y1 – Y3 HR Administrators include at least one DEIAAR infused Goal & Priority in their Performance Evaluation.</p> <p>The EEO Officer is responsible for and evaluated on the effectiveness of the District’s EEO practices and policies.</p> | <p>Employee evaluation surveys contain scoring rubrics for assessing employee performance.</p> |
| ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE. | N/A | | |

| IMPLEMENTATION → | Who | What/When | Effectiveness Metrics & Review |
|---|-------------------|--|--|
| HIRING | | | |
| Consistent and ongoing training for hiring committees. (53024.1(c)) *Cross reference Plan Component 8. | HR EEO Officer | Y1 – Y3 Hiring Committee members are required to attend mandatory training every two years, and at least 24 months prior to Serving on a hiring search committee. Training is conducted by HR and the EEO Officer. | HR maintains a ledger tracking Hiring Committee Members’ training and they also manage the scheduling orientation trainings. |
| Maintain updated job descriptions and job announcements. (53024.1(f)) | HR HIRING UNITS | Y1 – Y3 Ensure job descriptions/announcements are updated, contain the District’s EEO policy statement and contain the classification/job “knowledge, skills, and abilities”. | HR job descriptions are maintained in the District’s Hiring/Applicant Tracking system. Job descriptions for new & replacement positions are reviewed in accordance with appropriate hiring specifications & reviewed by the HR leadership, EEO Officer, & hiring department supervisor prior to recruitment |
| Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g)) | Board of Trustees | Y1 – Y3 The Board of Trustees is required to receive training on Elimination of bias in Hiring and employment. Trainings may be scheduled during their yearly Spring retreat held in compliance with the Brown Act. Training may be conducted by in-house EEO Officer or outside counsel. | Agenda is published in accordance with Brown Act |
| Assess "sensitivity to diversity" of all applicants. (53024.1(l)) | HR | Y1 – Y3 Job application materials include mechanisms for measuring applicants’ demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, sexual orientation, and ethnic backgrounds of community college students. At least one job interview question for all job recruitments must be diversity driven and scored. | A rubric is used by hiring committee members to score applicant’s diversity statements (required in job application materials for academic job recruitments. |

| IMPLEMENTATION → | Who | What/When | Effectiveness Metrics & Review |
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| Maintaining updated curricula, texts, and/or course descriptions. (53024.1(n)) | District's Curriculum Committee (Academic Affairs Leadership with Faculty) | Y1 – Y3 The committee reviews curricula in a manner that encourages culturally responsive outcomes, content, and methodology and enhances dialogue, innovation, inclusion, and equity. | The District's Curriculum Committee will ensure that course and program outlines support diversity, cultural competence, growth, and opportunity. For additional information see: Curriculum Committee CCSF |
| Dedication of specified staff to EEO. | EEO Officer | Y1 – Y3 The EEO Officer trains EEO Representatives and ensures they are present during the proceedings of a search process/in attendance At interviews [nonvoting member] to monitor for EEO compliance. | The EEO Officer will monitor and evaluate hiring processes to ensure established EEO compliance policies and practices are being met. |
| Incentives for hard-to-hire areas/disciplines. | HR EEO Officer | Y2 – Y3: Explore cohort hiring to: <ul style="list-style-type: none"> • promote collaboration across disciplines; • enhance diversity by considering demographics, socio-economic status, and other criteria related to underrepresented groups; • strive toward inclusive excellence to establish and maintain an environment that benefits from a full range of talents. | To measure its success HR and the EEO Officer will conduct an analysis by considering key metrics such as: 1) return on investment (ROI); cost per hire (CPH); time to hire/fill position(s); quality of hire(s); applicant & candidate satisfaction; turnover rate; employee referrals, and source of hire/analyze recruitment efforts. |
| Focused outreach and publications. | HR EEO Officer Hiring Departments | Y1 – Y3 Expand recruitment and advertising efforts through increased departmental/industry networking peer outreach. | Conduct longitudinal data analysis of applicant pools to identify the impact of increased recruitment efforts in the applicant pool diversification outcome. |
| Procedures for addressing diversity throughout hiring steps and levels | HR EEO Officer | Y1 – Y3 -Develop guides/training tools/materials for infusing DEIARR methodology in job descriptions, interview questions, and hiring processes to ensure norming. - Ensure that hiring committee members are trained to understand implicit bias and incorporate anti-racist methods in tools used to assess and score applicant materials. | Conduct yearly data analysis on hiring outcomes, Including reviewing recruitment efforts and retention and promotional opportunities. The EEO Officer will ensure implementation and solicit feedback. |

| IMPLEMENTATION → | Who | What/When | Effectiveness Metrics & Review |
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| Recruitment efforts and strategies such as: <ul style="list-style-type: none"> • Use of demographic data • Job Fairs • CCC Registry • Relationships with external organizations & colleges | HR EEO Officer | Y1 – Y3 Demographic data is collected and analysis is conducted as outlined in Components 10 and 11. HR staff participate in District, City, and local job fairs including CCC Registry hosted job fairs. Funding permitted, the District HR Office hosted job fairs in collaboration with hiring departments. | Data analysis is used to determine and supporting findings of adverse impact and underrepresentation. Surveys are distributed and responses are reviewed to generate best practice approaches for improved recruitment strategies. Prospective applicants are asked, “where they heard about the job opportunity” and HR annually assesses applicant responses. The data is used to review efficacy of advertising medium and publication sources. |
| New Employee Onboarding to include DEIAAR infused Checklist | HR | Y1 – Y3 New employee onboarding will include formal DEIAAR infused checklists for HR, unions, hiring departments to ensure newly hired employees receive a knowledge base of CCSF systems and processes and this first point of contact will serve as an informal introduction to jumpstart supporting relationship building between the College agents and the new employee. | Create a survey tool to gather feedback on the new employee orientation processes. Data gathered is reviewed and used to support improvement in processes. |
| POST-HIRING | | | |
| Conduct campus climate surveys & use this information. (53024.1(a)) | HR EEO Officer | Y2 – Y3 Create and distribute a campus climate survey tool. Use the data to inform District-wide discussions that promote employee workplace satisfaction and professional growth opportunities. Improve efforts to encourage responses on survey tool. Work to create a forum that encourages employees to provide constructive feedback in a safe and confidential manner. | Analyze survey responses to: 1) identify workplace culture concerns; 2) inform District-wide workplace improvement; and 3) improve employee morale. |
| Conduct exit interviews & use this information. (53024.1(b)) | HR | Y1 – Y3 | Review responses to: 1) identify employee morale and identify areas of needed improvement such as: |

| | Who | What/When | Effectiveness Metrics & Review |
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| Continued from page 7 | | HR conducts exit interviews to illicit feedback and on workplace satisfaction and identify areas of concern and/or needed improvement. | workplace culture, employee retention, trainings and professional development. |
| Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e)) | HR – Professional Development Office EEO Officer PGC-Diversity Committee HRCEEP Committees | Y1 – Y3 Relaunch the Faculty mentoring programs, including the creation of a faculty reassigned position to study, revise, and re-implement the the Faculty Diversity Internship Program (FDIP) and the Grow Your Own Programs that improve diversity in faculty, support diverse faculty members as they gain teaching experience in community college. Y2 – Y3 Explore mentoring opportunities for administrators and classified employees. | Track program participation and collaborations and conduct data analysis to identify program successes and areas needing improvement while evaluating best practices. Conduct a training needs assessment survey to inform creation of mentoring/training programs/workshops |
| Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective | EEO Compliance Officer HR & College Division Administration (as applicable & appropriate) | Y1 – Y3 Board Policy & Administrative Procedures 2.30 and 2.31 outline the District’s procedures for the handling complaints of unlawful discrimination and harassment under Title 5 and Title IX. Create collaborative relationship with the Office of Student Affairs, District administration, department chairs and supervisors to review and document constituent roles and clear guidelines on handling student and employee complaints. HR and the EEO Compliance Officer investigate and handle complaints related to a hiring process(es). Establish regular District-wide trainings to educate employees on laws, rules, regulations and procedures for handling complaints. The EEO Officer will ensure that hiring/search committee trainings Title 5 regulations and requirements on equal employment | Ensure related District procedures are available on HR /EEO website and employee handbooks. EEO Officer will meet periodically with relevant groups to assess effectiveness. |

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| Continued from page 8 | | opportunity; the EEO Plan requirements; the District’s policies on nondiscrimination, recruitment, and hiring; elimination of bias in hiring decisions; principles of diversity and cultural responsiveness; the value of a race conscious, anti-racist, diverse workforce; equity advancing practices in serving on a selection or screening committee; the educational benefits of workforce diversity; and best practices in serving on a selection or screening committee | |
| Survey applicants who decline offers & use the information. (53024.1(p)) | N/A | | |
| Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan. | EEO Officer HR Administration Department Chairs & Supervisors | Utilize data analysis outcomes to inform collaborative District-wide efforts to improve hiring processes, employee retention and improved morale initiatives, professional development and diversity workshops and trainings. | Conduct data analysis on applicant and workforce to evaluate areas of improvement and areas of needed improvement (adverse impact & underrepresentation). |
| Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan. | HR EEO Officer PGC-Diversity Committee HR – Professional Dev. The Humanizing Resources Project: Hire, Retain, Celebrate Employee Excellence Project (HRCEEP) Committee(s) | Y1 – Y3 HR & EEO – review & update Hiring processes & practices & implement regular training on prevention of harassment & discrimination PGC-Diversity Committee & HR Professional Development Office – integrate EEO/diversity workshops and conduct forums for diversity workshops, speakers. HRCEEP Committees – revamp and reinstate the faculty mentoring programs FDIP & GYO. Work with the administrative and classified associations to create mentoring and professional development initiatives to support employees. | Conduct a mechanism to illicit constructive feedback from all College constituent representatives involved in District hiring. Continued and regular analysis of hiring processes and practice, program/workshop/training needs and feedback surveys. Survey employees periodically. |
| ADD ADDITIONAL/ ALTERNATIVE STRATEGIES | N/A | | |

| IMPLEMENTATION → | Who | What/When | Effectiveness Metrics & Review |
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| IN ADDITIONAL ROWS HERE. | | | |