

SISKIYOU.S.EDU



Siskiyous EEO Plan

ON-GOING COMMITMENT TO
EEO/EMPLOYMENT DIVERSITY



2022 - 2025

SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT
COLLEGE OF THE SISKIYOU

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A scenic landscape photograph of a mountain valley. In the foreground, a calm river reflects the surrounding mountains and forests. The middle ground shows steep, forested slopes leading up to rugged mountain peaks. The sky is a clear, pale blue. The overall mood is serene and majestic.

EEO PLAN COMPONENT 1

INTRODUCTION

Plan Component 1

Introduction

Siskiyou Joint Community College District (SJCCD) has long been dedicated to equal employment opportunity (EEO), values demonstrated by its leadership with purpose and intentionality. SJCCD's EEO Plan reflects its expansive commitment to equal opportunity in employment and in all opportunities afforded staff and students. Inclusion and diversity are embedded in its mission and vision:

"It is our mission and vision to foster a community that is inclusive, responsive and supportive of all of its members equitably."

During the 2020-2021 academic year, SJCCD strengthened and expanded its efforts to assure equal opportunity in employment (EEO), equity, diversity, and inclusion districtwide. This became a strategic initiative culminating in SJCCD's Diversity Statement:

Diversity Statement (Adopted May 2023)

College of the Siskiyous (Siskiyous) acknowledges and condemns the history of colonization of the Indigenous Tribes who originally inhabited the land on which our institution stands. We acknowledge their continued existence and wisdom regarding this place and area.

It is our mission and vision to foster a community that is inclusive, responsive, and supportive of all of its members equitably. It is important for our students and staff to understand the history of our area, acknowledge the past, collaborate with our communities, and facilitate course work which empowers our students with the tools to lead with respect.

All members of the College community are responsible for creating, maintaining, and developing a learning environment in which differences are embraced, sharing is encouraged, equity is sought, and inclusiveness is practiced. We will continually assess our progress to ensure that diversity initiatives disrupt and eliminate harmful policies within our College community. Siskiyous welcomes and embraces students and employees from all backgrounds, including, but not limited to ability or disability, age, ancestry, body type or size, citizenship or immigration status, economic status, educational status, employment status, ethnicity, food or housing insecurity, gender, gender identity, gender expression, incarceration experience, language, marital or partner status, military or veteran status, national origin, neuro-diversity, physical or mental health status, political affiliation, race or racial identity, religion, reproductive status, sex, and/or sexual orientation.

The College strives to ensure that its diversity initiatives are anti-racist and inclusive. Our ultimate goal is to eliminate oppressive policies within our College community.

A scenic landscape photograph of a mountain valley. In the foreground, a calm river reflects the surrounding mountains and sky. A bridge is visible in the middle ground, crossing the river. The mountains are rugged and covered in dense forest. The sky is a clear, pale blue.

EEO PLAN COMPONENT 2

DEFINITIONS

Plan Component 2

Definitions

The following definitions have been adopted from the California Code of Regulations, Title 5, Sections 53001 et seq, Government Code Section 12940, CCCC's Diversity, Equity, Inclusion, and Accessibility Glossary of Terms (AIY 2/8/22), EEO best practices, and Siskiyou Joint Community College District's policies and procedures.

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.

Adverse Impact: A disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures").

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

Anti-Racist: Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e., nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist. Persons are either anti-racist or racist. Persons that say they are 'not a racist' are in denial of the inequities and racial problems that exist.

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.

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.

Co-conspirators: Are people who are willing to put something on the line to use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about systemic injustice and racism, but like modern-day activists, they take personal risks to pursue meaningful action.

Color Blindness: A racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term "colorblind" de-emphasizes or ignores race and ethnicity, a large part of one's identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systemic racism.

Color-Evasiveness: Is a racial ideology that describes the same concept as color-blindness where individuals reject or minimize the significance of race. Color-evasiveness, however, avoids describing people with disabilities as problematic or deficient by using blindness as a metaphor for ignorance.

Covert Racism: A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.

Culture: 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.

Cultural Change: Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural change is a new method of operating and a reorientation to one's role and responsibilities in the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.

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 competency have knowledge of the intersectionality of social identities 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.

Cultural Fluency: Is the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor.

Deficit-Minded Language: Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family deficits or dysfunctions. This language emphasizes "fixing" these problems and inadequacies in students. Examples of this type of language include at-risk or high-need, underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.

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.

District: Siskiyou Joint Community College District (SJCCD).

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich

dimensions of our differences.

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students.

Equal Employment Opportunity (“EEO”): 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 levels in the seven job categories, which include: executive/administrative/managerial; faculty and other instructional staff; professional nonfaculty; secretarial/clerical; technical and paraprofessional; skilled crafts; and service and maintenance. Equal employment opportunity also involves:

1. identifying and eliminating barriers to employment that are not job related; and
2. creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code Section 12940.

Equal Employment Opportunity Plan (“EEO Plan”): The District’s written document in which the District’s work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Equal Employment Opportunity Program: All the various methods by which equal employment opportunity is ensured. Such methods include but are not limited to using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5 Section 53006.

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

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 systematic 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.

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being:

1. race conscious
2. institutionally focused
3. evidence based
4. systemically aware
5. action oriented.

Ethnic Group Identification: An individual’s identification in one or more of the ethnic groups reported to the Chancellor’s Office pursuant to Title 5 Section 53004 and as more specifically defined by the Chancellor’s Office

consistent with state and federal law.

Ethnicity: A category of people who identify as a social group based on 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.

Gender: 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).

Gender Identity: One’s internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined; it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).

Implicit Bias: Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one’s conscious or declared beliefs.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into process, activities, and decision/policy making in a way that shares power.

Intersectionality: The acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. In other words, each individual experience social structure slightly differently because the intersection of their identities reflects an intersection of overlapping oppressions. Therefore, sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.

Institutional Racism: Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact where organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as “structural racism,” “systemic racism,” etc.).

Low Income: Is defined per federal guidelines as household incomes that are or below 100% of their poverty threshold. These households are considered “in poverty.” Household incomes that are below 50% of their poverty threshold are considered “severe” or “deep poverty.” Low-income persons have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low-income persons also face housing, food, transportation, and health disparities.

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized groups have restricted access to resources like education and healthcare for achieving their aims.

Merit: A concept that at face value appears to be a neutral measure of academic achievement and qualifications; however, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects

White privilege under the guise of standards (i.e., the use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. Merit implies that White people are deemed better qualified and more worthy but are denied opportunities due to race-conscious policies. However, this understanding of merit and worthiness fails to recognize systemic oppression, racism, and generational privilege afforded to Whites.

Microaggressions: Are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.

Minoritized: describes the process of “minoritization” whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups.

Monitored Group: Groups for which districts must provide demographic data pursuant to Title 5 Section 53004.

Obligation Gap: Is the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students. It places the onus of change on the higher education institution rather than the student.

Oppression: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.

Overt Racism: Is an unconcealed, unapologetic form of ethnocentrism and racial discrimination that is observable. Historically, overt racism is a creation and product of White supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.

Person with a Disability: 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 a major life activity difficult.

Power: Is the ability to exercise one’s will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. There are six bases of power:

- reward power (i.e., the ability to mediate rewards)
- coercive power (i.e., the ability to mediate punishments)

- legitimate power (i.e., based on the perception that the person or group in power has the right to make demands and expects others to comply)
- referent power (i.e., the perceived attractiveness and worthiness of the individual or group in power)
- expert power (i.e., the level of skill and knowledge held by the person or group in power)
- informational power (i.e., the ability to control information)

Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.

Prejudice: A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.

Privilege: Unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it because its absence (lack of privilege) is what calls attention to it.

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 to establish and maintain privilege and power. Race is independent of ethnicity.

Racial Justice: The systematic fair treatment of people of all races, resulting in inequitable opportunities and outcomes for all. Racial justice – or racial equity – goes beyond “anti- racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

Racism: The intentional or unintentional use of power to isolate, separate, and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yields superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.

Reverse Racism: A term created and used by White people to erroneously describe the discrimination they experience when racial minorities allegedly receive preferential treatment. Propagated by segregationist and those against affirmative action, reverse racism is a form of racism that denies the existence of White privilege and assumes that White people have a superior claim to the opportunities that racial minorities earn. This term is also generally used to describe hostile behavior or prejudice directed at White people.

Sex: The biological classification of male or female based on physiological and biological features. A person’s sex may differ from their gender identity.

SJEDI: Social Justice Equity Diversity Inclusion Committee

SJCCD: Siskiyou Joint Community College District (SJCCD)

Structural Racism: Is the normalization and legitimization of an array of dynamics historical, cultural, institutional and interpersonal that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism all other forms of racism emerge from structural racism.

Transgender: Is an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e., the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered."

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.

White Immunity: Is a product of the historical development and contemporary manifestation of systematic racism and White supremacy. White immunity describes how White people are immune from disparate racial treatment and their privileges are elevated, while people of color are marginalized and denied their rights, justice, and equitable social treatment due to systematic racism. White immunity is used to engage and describe White privilege more accurately.

White Privilege: Unquestioned and unearned set of advantages, entitlements, benefits, and choices bestowed on people solely because they are White. Generally, White people who experience such privilege do so without being conscious of it.

White Supremacy: Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.



EEO PLAN COMPONENT 3

POLICY STATEMENT

Plan Component 3

Policy Statement

The District and its Board of Trustees, leadership, and staff strive to uphold the highest standards of diversity, equity, and inclusion in all aspects of employment and education.

Non-Discrimination Statement and Policy

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

Siskiyou Joint Community College District, College of the Siskiyous is committed to a policy of non-discrimination in employment and education opportunity. In accordance with applicable Federal and State Law, the District does not discriminate on the basis of race, color, national origin, sex, religious preference, age, disability (physical and mental), pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), gender identity, sexual orientation, genetics, military or veteran status or any other characteristic protected by applicable law in admission and access to, or treatment in employment, educational programs or activities at any of its campuses. College of the Siskiyous also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking.

The President/Superintendent has established administrative procedures ([AP3410](#), [BP3410](#)) that ensure all members of the College community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, immigration status, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because they are perceived to have one or more of the foregoing characteristics, or because of their association with a person or group with one or more of these actual or perceived characteristics.

Reference: Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.; Title 5 Sections 53000 et seq. and 59300 et seq.; Penal Code Section 422.55; Government Code Sections 12926.1 and 12940 et seq.; ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements; Title 2 Sections 10500 et seq.

Equal Employment Opportunity

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which employment opportunity is equalized and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that employee diversity in the academic environment fosters cultural awareness, mutual understanding, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program. ([BP3420](#))

The President/Superintendent shall develop, for review and adoption by the Board, a plan for equal employment opportunity that is driven by diversity, equity, and inclusion, and complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation. ([AP3420](#))

Reference: Education Code Sections 87100 et seq.; Title 5 Sections 53000 et seq. and Sections 59300 et seq.; ACCJC Accreditation Standard III.A.11

A scenic landscape photograph of a mountain valley. In the foreground, a calm lake reflects the surrounding mountains and sky. The middle ground shows a river flowing through a valley with dense forest. The background features rugged, rocky mountain peaks under a clear sky. The overall tone is serene and natural.

EEO PLAN COMPONENT 4

DELEGATION OF RESPONSIBILITY,
AUTHORITY, AND COMPLIANCE

Plan Component 4

Delegation of Responsibility, Authority, and Compliance

SJCCD's Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of district and college operation, ensuring equal employment opportunity as described in the Plan, and for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan. The Governing Board is responsible for adopting a Plan that is in compliance with the provisions of the California Code of Regulations. Further, the Board of Trustees will oversee the Superintendent/President'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 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 (Section 53003 a) and Section 53020 (a)).

Board of Trustees

The Board of Trustees will retain responsibility for the proper implementation and enforcement of the District's EEO Plan at all levels of district and college operation and for ensuring equal employment opportunity as described in the Plan.

Superintendent/President

The Board of Trustees has delegated to the Superintendent/President responsibility for ongoing implementation of the EEO Plan. The Superintendent/President will provide leadership and oversight in the ongoing communication and enforcement of the District's EEO Plan, policies, and procedures.

Equal Employment Opportunity Officer

The Superintendent/President has delegated to the Director of Human Resources or their designee responsibility and authority to serve as the District's Equal Employment Opportunity Officer. The Equal Employment Opportunity will implement and enforce the EEO Plan in partnership with the Equal Employment Opportunity Advisory Committee.

Equal Employment Opportunity Advisory Committee

A sub-committee of SJEDI, the EEO Advisory Committee, will support and advise the Equal Employment Opportunity Officer in implementation of the District's EEO Plan. The EEO Advisory Committee will lead the development, implementation and any needed revisions of the Plan. The EEO Advisory Committee will also monitor the effectiveness of the EEO Plan, identify improvements and changes to board policies and administrative procedures, and present updates at each SJEDI Committee meeting.

Agents of the District

Any organization or individual acting on behalf of the Board of Trustees regarding the recruitment and screening of personnel is an agent of the District. Such agents, including contracted recruiters, hiring authorities, and hiring committee members, are subject to all the requirements of this Plan.

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EEO PLAN COMPONENT 5

EEO ADVISORY COMMITTEE

Plan Component 5

EEO Advisory Committee

The District has a well-established Equal Employment Opportunity (EEO) Advisory committee which serves as a subcommittee of Social Justice Equity Diversity Inclusion (SJEDI) Committee. This committee assists the District in the development, implementation and revision of the plan and provides input into activities related to EEO Plan objectives. In addition to the committee's continuing contributions to the EEO Plan, the committee will also annually assess the Plan and recommend any needed improvements.

The SJEDI Committee consists of a tri-chair model with participation from cross-campus stakeholders. This includes students, classified staff, administrative support management, faculty, and administrators.

The EEO Committee consists of a tri-lead model:

- One executive administrator who also serves as an SJEDI tri-chair
- One faculty member who also serves as an SEJDI tri-chair
- One administrative support management representative who also serves as the EEO Officer

The EEO Committee consists of a diverse membership per Title 5, Section 53003. Members of the EEO Committee are also members of the SJEDI Committee. SJEDI meeting agendas have a standing item dedicated to human resource practices, including recruitment, onboarding, and retention.

Per Title 5, Section 53005, EEO Committee members and the Board of Trustees will receive training on the following:

- a) the requirements of this subchapter 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 advisory committee in carrying out the District's EEO plan.

The College has prioritized efforts to diversify its workforce. Previous training includes *Equity-Minded Hiring Practices and Intentional Equity Minded Interviewing* with Dr. Eric Ramones. Upcoming workshops include two intensive EEO Representative workshops, facilitated by Dr. Regina Stanback Stroud. The College also plans to continue offering Dr. Stroud's workshops which focus on Screening Committee EEO training.

The EEO Committee will serve as the lead in implementing the EEO Plan and identifying any needed changes to the District's board policies and administrative procedures. The EEO Committee will present updates at each SJEDI Committee meeting, which are scheduled on the first and third Fridays from 10:00 – 11:00 am.

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EEO PLAN COMPONENT 6

PROCEDURE FOR FILING
COMPLAINTS

Plan Component 6

Procedure for Filing Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations

The District has established the following procedures pursuant to Title 5, Section 53026. This process permits any person alleging a violation by the District of its responsibilities under the Equal Employment Opportunity regulations to file a written complaint.

Complaint Filing

- Complaints shall be filed with the District's Equal Employment Opportunity Officer.
- If a complaint involves the Equal Employment Opportunity Officer, the complaint shall be filed with the Superintendent/President.
- All complainants shall detail the circumstances surrounding the alleged violation and shall include to the best of their ability:
 1. the names of the individuals involved,
 2. the date(s) of the event(s) at issue, and
 3. a detailed description of the actions constituting the alleged violation.
- All complaints shall be signed and dated by the complainant.
- The District will forward copies of all written complaints to the Chancellor's Office upon receipt.

Timeframe for Complaint Filing

- Complaints involving current hiring processes should be filed as soon as possible after the alleged violation.
- Complaints alleging violations of EEO regulations that do not involve current hiring processes should be filed as soon as possible.
- Employment related complaints must be filed within 180 days (unless the exception applies).

Investigation

- The District may return without action any complaint which does not assert a clear violation of EEO regulations. All returned complaints will include a statement by the District describing its rationale surrounding the return of the complaint without action.
- An investigation into the allegations will commence upon receipt of an accepted complaint.
- An investigative report and a notice of determination shall be completed within 90 days of receipt of an accepted complaint, if practicable. Should an extension be required, written notification shall be provided to the complainant describing the reason for the extension and expected completion date

Determination

- Notice of determination will be forwarded to the complainant within 90 days or upon finalization (see Investigation).
- The decision of the District following investigation of complaints is final pursuant to Title 5 Section 53026.

Complaints Alleging Unlawful Discrimination or Harassment (Government Codes section 59300, et seq.)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Human Resources is responsible for receiving discrimination or harassment complaints and for coordinating their investigation, including complaints of discrimination or harassment under Title IX ([BP 3410](#), [AP 3410](#), [BP 3430](#), [AP 3430](#), [BP 3433](#), [AP 3433](#), [AP 3434](#), [BP 3435](#), [AP 3435](#)).

A scenic landscape photograph of a mountain valley. In the foreground, a calm river reflects the surrounding mountains and sky. The middle ground shows steep, forested slopes leading up to rugged mountain peaks. The sky is a clear, pale blue. The overall mood is serene and majestic.

EEO PLAN COMPONENT 7

ANNUAL NOTIFICATION TO
DISTRICT EMPLOYEES

Plan Component 7

Annual Notification to District Employees

The District's commitment to equal employment opportunity is imbedded in communications district-wide as evidenced in SJCCD's Nondiscrimination Statement and in EEO statements on job descriptions and recruitment posts. Links at [College of the Siskiyous](#) provide further visibility for the community, employees, and students. The District's EEO Plan and subsequent revisions will be distributed to members of the Board of Trustees, the superintendent/president, administrators, the Academic Senate, classified councils, union representatives, and active district employees. The Plan will be placed on the District's website.

Following initial delivery of the EEO Plan, the District will ensure regular notification to all District employees by:

- Highlighting the District's EEO Policy Statement and EEO Plan during the onboarding process and new hire orientation (Human Resources and hiring managers).
- Annually delivering a district-wide email displaying the District's EEO Policy Statement and EEO Plan to all active employees (Human Resources and the EEO Committee).
- Annually including the District's EEO Policy Statement and EEO Plan in the College's newsletter, "Campus Connection" (Human Resources and Public Relations).

A scenic landscape photograph of a mountain valley. In the foreground, a calm lake reflects the surrounding mountains and sky. The middle ground shows a river flowing through a valley with dense forest. The background features rugged, rocky mountain peaks under a clear sky. The overall tone is serene and natural.

EEO PLAN COMPONENT 8

SELECTION COMMITTEE TRAINING
AND BEST PRACTICES

Plan Component 8

Selection Committee Training and Best Practices

Hiring committee members are responsible for screening applicants, selecting applicants for first-level interviews, and identifying final applicants for final level interviews. Hiring committee members are appointed by their respective constituency leadership: Classified Senate, Academic Senate, Administrative Support Management (ASM) Senate, Associated Student Board, and/or the Superintendent/President. If appropriate, a community member may also serve on a hiring committee. Screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants.

Each hiring committee member will be required to complete the following training components prior to serving on the committee:

- Title 5 Section 53000 requirements
- District policies on Commitment to Diversity ([BP 7100](#)), Recruitment and Hiring ([BP 7120](#)), Nondiscrimination ([BP 3410/AP 3410](#)), Equal Employment Opportunity ([BP 3420/AP 3420](#)) and the District's Diversity Statement
- State and federal nondiscrimination laws
- Educational benefits of workforce diversity
- Implicit bias and impacts on hiring decisions

Training will be initiated by the Equal Employment Opportunity Officer. Initial training, which consists of all the components listed above, will be provided by Dr. Regina Stanback Stroud:

- Screening Committee Training Part I
- Screening Committee Training Part II

Each training session is two hours. Hiring committee members will be required to complete both training sessions for a total of four hours. Training sessions must be completed within two years prior to serving.

Constituency leadership have attended workshops that emphasize the importance of a diversified hiring committee membership. *Equity-Minded Hiring Practices* and *Intentional Equity Minded Interviewing* was presented by Dr. Eric Ramones in spring of 2022 and spring of 2023.

A scenic landscape photograph of a mountain valley. In the foreground, a calm river reflects the surrounding mountains and sky. The mountains are rugged and covered in dense forest. The sky is a clear, pale blue. The overall mood is serene and majestic.

EEO PLAN COMPONENT 9

ANNUAL WRITTEN NOTICE
TO THE COMMUNITY

Plan Component 9

Annual Written Notice to the Community

The District will ensure compliance with Title 5 Section 53003(c)(5) by providing email notification of its EEO Plan to appropriate community-based and professional organizations, including temporary agencies, local and regional employment and training agencies, and area Employment Development Department offices. The communication will include the District's commitment to EEO, a link to its EEO Plan, and notification of the District's need for their assistance in identifying and referring qualified applicants.

Annually, Human Resources and Public Relations will publish the District's EEO, Non-Discrimination, and Title IX statements in print media throughout the county and the region. Notice will include a summary of and a link to the District's EEO Plan and the web address for District job postings. The District will maintain a record of organizations receiving notifications and will actively source additional community-based and professional organizations to expand its EEO efforts.

A scenic landscape photograph of a mountain valley. In the foreground, a calm river reflects the surrounding mountains and sky. The middle ground shows steep, forested slopes leading up to jagged mountain peaks. The sky is a clear, pale blue. The overall tone is serene and majestic.

EEO PLAN COMPONENT 10

LONGITUDINAL ANALYSIS
OF THE DISTRICT'S
EMPLOYEES & APPLICANTS

Plan Component 10

Longitudinal Analysis of the District's Employees & Applicants

The District is dedicated to fostering a diverse and inclusive academic environment. To assess our progress and identify areas for improvement, we conducted an adverse impact analysis of workforce demographics and applicant pool data from November 1, 2022 through June 30, 2023. 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. This report presents our findings.

The following data are defined as follows:

Gender – employees have the option of choosing, male, female, non-binary or ‘prefer not to say’

Race/Ethnicity - employees can choose from multiple options for race identification including:

- Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race
- American Indian or Alaskan Native – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment
- Asian – A person having origins in any of the original peoples of East Asia, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam
- Black/African American – A person having origins in any of the black racial groups of Africa
- Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands
- White/Caucasian - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa

Applicant Pool and Hiring Practices

An examination of the applicant pool from November 1, 2022, to June 30, 2023* as seen in Table 1/Table 2 below, reveals disparities in hiring rates among different ethnicities and genders. In a longitudinal hiring analysis, the 80% rule is calculated by dividing the hiring rate for a specific race, ethnicity, or gender group by the hiring rate for the group with the highest hiring rate. Where the result is less than 80%, we have identified adverse impact.

Hispanic candidates experienced the largest hiring rate (13.9%) relative to other monitored groups. As such, 13.9% was selected as the highest hiring rate for use in our adverse impact analysis. The uniform guidelines on employee selection procedures recommend excluding groups which comprise less than 2% of the total applicants from the analysis. We have identified adverse impact in the hiring of applicants identifying as Asian, Black, Prefer Not to Say, Two or More Races, and White candidates.

The data shows Hispanic or Latino applicants make it through the screening process as they had the highest selection rate. Given, however, that only 5 Hispanic or Latino persons were hired compared to 28 hires who identified as White and there are only two full time faculty and no administrators who identify as Hispanic or Latino shows both underrepresentation of Hispanic or Latino employees and the biggest challenge for the District is getting diverse applicants to apply.

Table 1 – Adverse Impact Analysis for Applicants by Race/Ethnicity
Percentage of Candidates by Ethnicity (November 1, 2022 – June 30, 2023)

Ethnicity	Applied	%	Hired	%	Hiring Rate	80% Rule Adverse Impact Based on 13.9%
White or Caucasian	325	61.0%	28	75.7%	8.6%	62.0%
Asian	69	13.0%	2	5.4%	2.9%	20.9%
Two or more races	37	6.9%	0	0.0%	0.0%	0.0%
Hispanic or Latino	36	6.7%	5	13.5%	13.9%	100%
Prefer Not To Say	35	6.5%	0	0.0%	0.0%	0.0%
Black or African American	24	4.5%	1	2.7%	4.2%	30.0%
American Indian or Alaskan Native	9	1.7%	1	2.7%	11.1%	80.0%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	0.0%	0.0%
Not Answered	0	0.0%	0	0.0%	0.0%	0.0%
Total	535		37	100.0%		

* During academic year 2022-2023 the District switched HR applicant systems to NeoEd. During this process, historical data was lost. Additionally, due to turnover in the HR department, NeoEd was not utilized to capture measures such as Eligible, Referred, Interviewed, Offered, and Hired.

Table 2 – Adverse Impact Analysis for Applicants by Gender
Percentage of Candidates by Gender (November 1, 2022 – June 30, 2023)

Gender	Applied	%	Hired	%	Hiring Rate based on 6.45%	80% Rule Adverse Impact
Female	310	58.0%	20	54.1%	6.45%	100.0%
Male	206	39.0%	11	29.7%	5.34%	82.8%
Non-Binary	11	2.1%	0	0.0%	0	0.0%
Prefer Not To Say	8	1.5%	0	0.0%	0	0.0%
Not Answered	0	0.0%	6	16.2%	0	0.0%
Total	535		37			

Our Information System (Banner) has a separate field under 'Legal Sex' titled 'Gender Designation' for genders other than Male, Female, or Not Available. 'Not Available' was assigned to 'Not Answered' in Table 2. It is possible the 'Not Available' selection could signify another selection.

Siskiyou County's remote location necessitates strategic advertising to attract a diverse and qualified applicant pool from various locations outside of the county. Despite these efforts, attracting diverse applicants remains a challenge, emphasizing the need for innovative outreach strategies.

Table 3 – Percentage of Applicants by Source

Percentage of Candidates by Source (November 1, 2022 – June 30, 2023)

Source	Applied
Career Pages	416 (78%)
Indeed	75 (14%)
cccregistry.org	13 (2.4%)
android.gm	10 (1.9%)
siskiyous.edu	8 (1.5%)
Google	5 (0.9%)
Gjobs	2 (0.4%)
glassdoor.com	2 (0.4%)
ziprecruiter.com	2 (0.4%)
hiretouch.com	1 (0.2%)
simplyhired.com	1 (0.2%)

To address identified disparities, the District is committed to refining hiring practices to ensure diversity and equal opportunity. Special attention will be given to reducing adverse impact and underrepresented ethnicities, genders, and individuals with disabilities.

Enhanced data collection methods will be employed to encourage candidates to disclose demographic information voluntarily. This will improve data accuracy and inform future diversity initiatives. Regular monitoring and periodic reviews will assess the effectiveness of implemented measures and guide necessary adjustments.

Building on community engagement and targeted advertising, the College will explore additional avenues to reach diverse populations. This includes leveraging online platforms and local job boards to broaden our reach and appeal to a wider audience.

The District remains steadfast in its commitment to diversity and inclusion. The insights derived from this comprehensive analysis serve as a catalyst for reflection and continuous improvement. By embracing and celebrating diversity, we aim to cultivate an enriching and inclusive academic community where every individual is valued, respected, and empowered to thrive.

Below is the breakdown of employee demographics for 2016-2017 through 2022-2023 in each of the following identified EEO Job Categories:

1. Executive/Administrative/Managerial
2. Faculty
3. Professional non-faculty
4. Secretarial/clerical
5. Technical and paraprofessional
6. Skilled crafts (District does not have employees in this category)
7. Service and maintenance

Table 4a – Employee Demographics by EEO Job Category
College of the Siskiyous Demographics (Academic Year: 2022-2023)

EEO Job Category	American Indian and Alaskan Native	Asian/Filipino	Native Hawaiian and Other Pacific Islander	Black or African American	Hispanic or Latino	Two or More Races	Unknown	White	Female	Male	Non-Binary
Clerical and secretarial	0.0%	0.6%	0.0%	1.9%	1.3%	1.9%	0.0%	18.1%	20.0%	3.8%	Suppressed
Executive/Admin and managerial	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	5.0%	2.5%	3.8%	Suppressed
Faculty	0.0%	0.6%	0.0%	0.6%	1.9%	0.6%	0.0%	25.0%	16.3%	12.5%	Suppressed
Other professionals	0.0%	0.6%	0.0%	0.6%	1.9%	0.0%	0.0%	9.4%	6.9%	5.6%	Suppressed
Service/Maintenance	0.0%	0.0%	0.0%	0.6%	1.9%	0.0%	0.0%	8.8%	3.1%	8.1%	Suppressed
Technical and paraprofessional	0.0%	0.0%	0.0%	1.3%	0.0%	1.9%	0.0%	14.4%	10.6%	6.9%	Suppressed
Grand Total	0.0%	3.1%	0.0%	5.0%	6.9%	4.4%	0.0%	80.6%	59.4%	40.6%	Suppressed

Table 4b – Employee Demographics by EEO Job Category
College of the Siskiyous Demographics (Academic Year: 2021-2022)

EEO Job Category	American Indian and Alaskan Native	Asian/Filipino	Black or African American	Hispanic or Latino	Pacific Islander Other	Two or More Races	Unknown	White	Female	Male	Non-Binary
Clerical and secretarial	0%	0.8%	0.0%	0.8%	0.0%	2.4%	0.0%	18.7%	20.3%	1.6%	Suppressed
Executive/Admin and managerial	0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.8%	3.3%	3.3%	1.6%	Suppressed
Faculty	0%	0.8%	2.4%	0.8%	0.0%	0.8%	0.8%	30.9%	22.0%	14.6%	Suppressed
Other professionals	0%	0.0%	0.8%	0.8%	0.0%	0.0%	1.6%	5.7%	4.1%	4.9%	Suppressed
Service/Maintenance	0%	0.0%	0.0%	3.3%	0.8%	0.0%	0.8%	7.3%	3.3%	8.9%	Suppressed
Technical and paraprofessional	0%	0.0%	0.0%	0.0%	0.0%	1.6%	0.8%	12.2%	8.9%	5.7%	Suppressed
Grand Total	0%	2.4%	3.3%	5.7%	0.8%	4.9%	4.9%	78.0%	61.8%	37.4%	Suppressed

Table 4c – Employee Demographics by EEO Job Category
College of the Siskiyous Demographics (Academic Year: 2020-2021)

EEO Job Category	American Indian/Alaskan Native	Asian/Filipino	Black or African American	Hispanic or Latino	Pacific Islander Other	Two or More Races	Unknown	White	Female	Male	Non-Binary
Clerical and secretarial	0.0%	0.0%	0.0%	1.6%	0.0%	2.3%	0.0%	19.5%	19.5%	3.1%	Suppressed
Executive/Admin and managerial	0.8%	0.8%	0.0%	0.0%	0.0%	0.0%	0.8%	4.7%	4.7%	2.3%	Suppressed
Faculty	0.8%	0.8%	2.3%	0.8%	0.0%	0.8%	0.8%	31.3%	20.3%	17.2%	Suppressed
Other professionals	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	1.6%	7.0%	4.7%	4.7%	Suppressed
Service/Maintenance	0.8%	0.0%	0.0%	3.1%	0.0%	0.0%	0.0%	7.0%	2.3%	8.6%	Suppressed
Technical and paraprofessional	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	0.8%	9.4%	7.0%	4.7%	Suppressed
Grand Total	2.3%	1.6%	3.1%	5.5%	0.0%	4.7%	3.9%	78.9%	58.6%	40.6%	Suppressed

Table 4d – Employee Demographics by EEO Job Category
College of the Siskiyous Demographics (Academic Year: 2019-2020)

EEO Job Category	American Indian/Alaskan Native	Asian/Filipino	Black or African American	Hispanic or Latino	Pacific Islander Other	Two or More Races	Unknown	White	Female	Male	Non-Binary
Clerical and secretarial	0.0%	0.0%	0.0%	0.8%	0.0%	3.1%	0.0%	17.1%	18.60%	2.33%	Suppressed
Executive/Admin and managerial	1.6%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	3.9%	3.10%	3.10%	Suppressed
Faculty	0.0%	0.8%	1.6%	0.8%	0.0%	0.8%	0.8%	30.2%	19.38%	15.50%	Suppressed
Other professionals	0.0%	0.8%	0.0%	0.8%	0.0%	0.0%	1.6%	10.1%	6.20%	6.98%	Suppressed
Service/Maintenance	0.8%	0.0%	0.0%	2.3%	0.0%	0.0%	0.8%	7.8%	3.88%	7.75%	Suppressed
Technical and paraprofessional	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	0.8%	10.9%	7.75%	4.65%	Suppressed
Grand Total	2.3%	2.3%	1.6%	4.7%	0.0%	5.4%	3.9%	79.8%	58.91%	40.31%	Suppressed

Table 4e – Employee Demographics by EEO Job Category
College of the Siskiyous Demographics (Academic Year: 2018-2019)

EEO Job Category	American Indian/Alaskan Native	Asian/Filipino	Black or African American	Hispanic or Latino	Pacific Islander Other	Two or More Races	Unknown	White	Female	Male	Non-Binary
Clerical and secretarial	0.0%	0.0%	0.0%	2.5%	0.0%	4.9%	0.8%	19.7%	24.6%	3.3%	Suppressed
Executive/Admin and managerial	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%	0.8%	2.5%	Suppressed
Faculty	0.0%	0.8%	1.6%	0.8%	0.0%	0.8%	1.6%	27.9%	16.4%	17.2%	Suppressed
Other professionals	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	1.6%	7.4%	6.6%	3.3%	Suppressed
Service/Maintenance	0.8%	0.0%	0.0%	2.5%	0.0%	0.0%	0.8%	6.6%	4.9%	5.7%	Suppressed
Technical and paraprofessional	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	13.9%	9.0%	5.7%	Suppressed
Grand Total	0.8%	1.6%	1.6%	5.7%	0.0%	5.7%	5.7%	78.7%	62.3%	37.7%	Suppressed

Table 4f – Employee Demographics by EEO Job Category
College of the Siskiyous Demographics (Academic Year: 2017-2018)

EEO Job Category	American Indian/Alaskan Native	Asian/Filipino	Black or African American	Hispanic or Latino	Pacific Islander Other	Two or More Races	Unknown	White	Female	Male	Non-Binary
Clerical and secretarial	0.0%	0.0%	0.0%	1.5%	0.0%	5.1%	0.0%	18.2%	23.4%	1.5%	Suppressed
Executive/Admin and managerial	0.7%	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%	5.1%	4.4%	2.9%	Suppressed
Faculty	0.7%	1.5%	1.5%	0.7%	0.0%	0.7%	0.7%	26.3%	14.6%	17.5%	Suppressed
Other professionals	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	1.5%	7.3%	4.4%	5.1%	Suppressed
Service/Maintenance	0.7%	0.0%	0.0%	1.5%	0.0%	0.0%	0.7%	7.3%	3.6%	6.6%	Suppressed
Technical and paraprofessional	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	1.5%	13.9%	10.9%	5.1%	Suppressed
Grand Total	2.2%	2.2%	1.5%	4.4%	0.0%	6.6%	5.1%	78.1%	61.3%	38.7%	Suppressed

Table 4g – Employee Demographics by EEO Job Category
College of the Siskiyous Demographics (Academic Year: 2016-2017)

EEO Job Category	American Indian/Alaskan Native	Asian/Filipino	Native Hawaiian and Other Pacific Islander	Black or African American	Hispanic or Latino	Two or More Races	Unknown	White	Female	Male	Non-Binary
Clerical and secretarial	0.0%	0.0%	0.0%	0.0%	1.4%	5.5%	0.0%	13.8%	20.7%	0.0%	Suppressed
Executive/Admin and managerial	2.1%	0.0%	0.0%	0.0%	0.7%	0.7%	0.0%	4.8%	4.1%	4.1%	Suppressed
Faculty	0.0%	1.4%	0.0%	0.7%	1.4%	0.7%	0.0%	25.5%	13.1%	16.6%	Suppressed
Other professionals	0.0%	0.7%	0.0%	0.0%	0.7%	0.0%	0.0%	9.7%	6.2%	4.8%	Suppressed
Service/Maintenance	0.7%	0.0%	0.0%	0.0%	2.8%	0.0%	0.7%	6.9%	5.5%	5.5%	Suppressed
Technical and paraprofessional	0.0%	0.0%	0.0%	0.7%	0.0%	0.7%	0.0%	17.9%	11.0%	8.3%	Suppressed
Grand Total	2.8%	2.1%	0.0%	1.4%	6.9%	7.6%	0.7%	78.6%	60.7%	39.3%	Suppressed

Looking back at academic years 2016-2017 through 2022-2023 shows only slight improvements in racial diversity and small improvements in gender balance across various employee classes. Disparities persist, underscoring the need for sustained diversification efforts.

In viewing the available data for previous academic years, much of the District staff belongs to the White race/ethnicity group, comprising 78.6% in 2016-2017 and slightly increasing to 80.63% in 2022-2023. This indicates a lack of significant diversification in race/ethnicity backgrounds over these years. The gender distribution has shown some changes. In 2016-2017, the female percentage was higher (60.7%) compared to males (39.3%). In 2022-2023, this gap has slightly narrowed, with females at 59.4% and males at 40.6%. Representation of minority groups like American Indian/Alaskan Native, Asian/Filipino, Native Hawaiian/Other Pacific Islander, Black or African American, and Hispanic or Latino remains low in both years. However, there is an increase in representation of the Asian/Filipino group, from 2.1% in 2016-2017 to 3.1% in 2022-2023. The representation of Black or African American staff has increased from 1.4% to 5.00%. The faculty category has the highest diversity among job categories, although it is still predominantly white. There has been no representation from the American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander groups in comparing academic years 2016-2017 to 2022-2023, indicating a need for increased recruitment efforts from diverse applicant pools.

As we progress, the District is committed to exploring and implementing innovative recruitment strategies. This includes the expansion of our faculty intern program and the development of additional creative approaches, which will be thoroughly discussed and formulated within the college diversity and equity committee, known locally as the SJEDI committee.

A scenic landscape photograph of a mountain valley. In the foreground, a calm river reflects the surrounding mountains and sky. The middle ground shows steep, forested slopes leading up to jagged mountain peaks. The sky is a clear, pale blue. The overall tone is serene and natural.

EEO PLAN COMPONENT 11

ANALYSIS OF
UNDERREPRESENTATION
DEMOGRAPHICS

Plan Component 11

Analysis of Underrepresentation Demographics

The District's Human Resources Office will annually analyze the District's workforce composition and monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the EEO Plan, to provide data needed for the reports required by this plan, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, non-binary, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For the purposes of the data collection and report, each applicant or employee will be afforded the opportunity to voluntarily identify their gender, non-binary, ethnic group and, if applicable, disability. This information is kept confidential and will be separate from applications forwarded to the screening/selection committee and hiring administrator(s). The District will annually report to the Superintendent/President and the Board of Trustees the results of its annual analysis of employees and forward required data to the California Chancellor's Office.

At least every three years, the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

1. Executive/Administrative/Managerial
2. Faculty
3. Professional non-faculty
4. Secretarial/clerical
5. Technical and paraprofessional
6. Skilled crafts (District does not have employees in this category)
7. Service and maintenance

Districts are required to identify any "underrepresentation of a monitored group" where actual representation is below 80% of the projected representation. Title 5, Section 53001(1) defines "underrepresented" as "any monitored group for which the percentage of persons from that group employed by the district in any job category listed in Section 53004(a) is below eighty percent (80%) of the projected representation of that group in the job category in question." Local districts have the discretion and authority to establish projected representation based on one or more factors, including student demographics at the college or district, community demographics in the district's service area, labor market availability for the job category, or previous demographics of job applicants. In the following analysis, the District utilizes census data for community demographics in the District's service area.

Workforce Demographic Analysis

Siskiyou County Demographics:

Siskiyou County, with a population of 43,660 (Table 5), presents a demographic landscape that, while predominantly White, includes a variety of ethnic backgrounds and cultures. Much of the population is White (73.8%), followed by Hispanic or Latino (14.1%). The gender distribution is nearly balanced, with females representing 50.1% and males 49.9%.

Table 5a – Demographic Data (2022) for Siskiyou County, CA. Source by [US Census Bureau](#)

Race	Population Percentage	80 % Workforce Rule
American Indian and Alaskan Native	5.1%	4.1%
Asian	1.8%	1.4%
Black or African America	1.5%	1.2%
Hispanic or Latino	14.1%	11.3%
Native Hawaiian and Other Pacific Islander	0.4%	0.3%
Two or More Races	5.9%	4.7%
White, (Not Hispanic or Latino)	73.8%	59.0%

Table 5b – Demographic Data (2022) for Siskiyou County, CA. Source by [US Census Bureau](#)

Gender	Population Percentage
Female	50.1%
Male	49.9%

College of the Siskiyous Workforce:

In Academic Year 2022-2023, the College boasted a full-time workforce of 157 individuals, as indicated by Table 6. An observation seen below reveals a notable overrepresentation of White employees and an underrepresentation of several minority groups.

Table 6 indicates the District has fallen below the 80% rule in the following categories:

1. American Indian and Alaskan Native
2. Hispanic or Latino
3. Native Hawaiian and Other Pacific Islander

Table 6 also indicates more females than males at the District, as compared to the general population.

Table 6a – Demographic Data for College of the Siskiyous District’s regular, full-time workforce (2022-2023)

Race	80% Workforce Rule	COS Workforce #	COS Workforce %
American Indian and Alaskan Native	4.1%	0	0
Asian/Filipino	1.4%	5	3.2%
Black or African America	1.2%	8	5.1%
Hispanic or Latino	11.3	8	5.1%
Native Hawaiian and Other Pacific Islander	0.3%	0	0.0%
Two or More Races	4.7%	7	4.5%
Unknown	0.0%	7	4.5%
White, (Not Hispanic or Latino)	59.0%	122	77.7%

Table 6b – Demographic Data for College of the Siskiyous District’s regular, full-time workforce (2022-2023)

Gender	Population Percentage	COS Workforce #	COS Workforce %
Female	50.1%	92	58.6%
Male	49.9%	63	40.1%
Not Available	0.0%	2	1.3%

As shown in Table 7 below, actual representation for Hispanic or Latino workers in the Clerical and Secretarial EEO Job category is 5.26% compared to the projected representation of 11.30%. American Indian/Alaskan Native is not represented at all compared to the projected representation of 4.1%.

Table 7a – Demographic Data for College of the Siskiyous EEO job category: Clerical and Secretarial. Total: 38

Race/Ethnicity	COS Workforce #	COS Workforce %	80% Workforce Rule
American Indian and Alaskan Native	0	0.00%	4.10%
Asian/Filipino	1	2.63%	1.40%
Native Hawaiian and Other Pacific Islander	0	0.00%	0.30%
Black or African American	3	7.89%	1.20%
Hispanic or Latino	2	5.26%	11.30%
Two or More Races	3	7.89%	4.70%
White	29	76.32%	59.00%
Unknown	0	0.00%	0.00%

Table 7b – Demographic Data for College of the Siskiyous EEO job category: Clerical and Secretarial. Total: 38

Gender	COS Workforce #	COS Workforce %	Population Percentage
Female	32	84.21%	59.38%
Male	6	15.79%	40.63%

Due to the low population of this sub-group (Executive/Administration) shown in Table 8 below, no analysis is given.

Table 8a – Demographic Data for College of the Siskiyous EEO job category: Executive/Admin and Managerial. Total: 10

Race/Ethnicity	COS Workforce #	COS Workforce %	80% Workforce Rule
American Indian and Alaskan Native	0	0.00%	4.10%
Asian/Filipino	2	20.00%	1.40%
Native Hawaiian and Other Pacific Islander	0	0.00%	0.30%
Black or African American	0	0.00%	1.20%
Hispanic or Latino	0	0.00%	11.30%
Two or More Races	0	0.00%	4.70%
White	8	80.00%	59.00%
Unknown	0	0.00%	0.00%

Table 8b – Demographic Data for College of the Siskiyous EEO job category: Executive/Admin and Managerial. Total: 10

Gender	COS Workforce #	COS Workforce %	Population Percentage
Female	4	40.00%	59.38%
Male	6	60.00%	40.63%

Of note in table 9 below shows an actual representation of 27.78% female compared to the overall college workforce for females at 59.38%.

Table 9a – Demographic Data for College of the Siskiyous EEO job category: Service/Maintenance. Total: 18

Race/Ethnicity	COS Workforce #	COS Workforce %	80% Workforce Rule
American Indian and Alaskan Native	0	0.00%	4.10%
Asian/Filipino	0	0.00%	1.40%
Native Hawaiian and Other Pacific Islander	0	0.00%	0.30%
Black or African American	1	5.56%	1.20%
Hispanic or Latino	3	16.67%	11.30%
Two or More Races	0	0.00%	4.70%
White	14	77.78%	59.00%
Unknown	0	0.00%	0.00%

Table 9b – Demographic Data for College of the Siskiyous EEO job category: Service/Maintenance. Total: 18

Gender	COS Workforce #	COS Workforce %	Population Percentage
Female	4	40.00%	59.38%
Male	6	60.00%	40.63%

Table 10 below shows underrepresentation of faculty for American Indian and Alaskan Native, Native Hawaiian and Other Pacific Islanders, Hispanic or Latino, and Two or more Races compared to the projected population.

Table 10a – Demographic Data for College of the Siskiyous EEO job category: Faculty. Total 46

Race/Ethnicity	COS Workforce #	COS Workforce %	80% Workforce Rule
American Indian and Alaskan Native	0	0.00%	4.10%
Asian/Filipino	1	2.17%	1.40%
Native Hawaiian and Other Pacific Islander	0	0.00%	0.30%
Black or African American	1	2.17%	1.20%
Hispanic or Latino	3	6.52%	11.30%
Two or More Races	1	2.17%	4.70%
White	40	86.96%	59.00%
Unknown	0	0.00%	0.00%

Table 10b – Demographic Data for College of the Siskiyous EEO job category: Faculty. Total 46

Gender	COS Workforce #	COS Workforce %	Population Percentage
Female	26	56.52%	59.38%
Male	20	43.48%	40.63%

In the technical and paraprofessional category displayed in table 11 below, Hispanic or Latino has zero representation along with American Indian and Alaskan Native, Native Hawaiian and Other Pacific Islander, and Asian/Filipino.

Table 11a – Demographic Data for College of the Siskiyous EEO job category: Technical and Paraprofessional. Total: 28

Race/Ethnicity	COS Workforce #	COS Workforce %	80% Workforce Rule
American Indian and Alaskan Native	0	0.00%	4.10%
Asian/Filipino	0	0.00%	1.40%
Native Hawaiian and Other Pacific Islander	0	0.00%	0.30%
Black or African American	2	7.14%	1.20%
Hispanic or Latino	0	0.00%	11.30%
Two or More Races	3	10.71%	4.70%
White	23	82.14%	59.00%
Unknown	0	0.00%	0.00%

Table 11b – Demographic Data for College of the Siskiyous EEO job category: Technical and Paraprofessional. Total: 28

Gender	COS Workforce #	COS Workforce %	Population Percentage
Female	17	60.71%	59.38%
Male	11	39.29%	40.63%

Table 12 below shows Hispanic or Latino is above the projected 11.3% and gender is fairly balanced at 55% females and 45% males.

Table 12a – Demographic Data for College of the Siskiyous EEO job category: Other Professionals. Total: 20

Race/Ethnicity	COS Workforce #	COS Workforce %	80% Workforce Rule
American Indian and Alaskan Native	0	0.00%	4.10%
Asian/Filipino	1	5.00%	1.40%
Native Hawaiian and Other Pacific Islander	0	0.00%	0.30%
Black or African American	1	5.00%	1.20%
Hispanic or Latino	3	15.00%	11.30%
Two or More Races	0	0.00%	4.70%
White	15	75.00%	59.00%
Unknown	0	0.00%	0.00%

Table 12b – Demographic Data for College of the Siskiyous EEO job category: Other Professionals. Total: 20

Gender	COS Workforce	COS Workforce %	Population Percentage
Female	11	55.00%	59.38%
Male	9	45.00%	40.63%

Key observations are that across most job categories, the White group is overrepresented, especially in faculty and technical/paraprofessional roles. The Hispanic or Latino group is notably underrepresented in several categories, particularly in executive/admin, managerial, and faculty roles. There is a noticeable gender disparity in certain categories such as service/maintenance and executive/admin being male dominated, while clerical and secretarial roles are female. Other groups such as American Indian and Alaskan Native, Asian/Filipino, Native Hawaiian, and Other Pacific Islander, and Black or African American groups have low absolute representation.

A scenic landscape photograph of a mountain valley. In the foreground, a calm lake reflects the surrounding mountains and sky. The middle ground shows a river flowing through a valley with dense green forests. The background features rugged, rocky mountain peaks under a clear, light blue sky. The overall lighting suggests a soft, golden hour glow.

EEO PLAN COMPONENT 12

METHODS FOR ADDRESSING
UNDERREPRESENTATION

Plan Component 12

Methods for Addressing Underrepresentation

College of the Siskiyous, through its Social Justice Equity Diversity Inclusion (SJEDI) committee, has commenced implementation of strategies to address both underrepresentation and adverse impact. With the guidance of Dr. Eric Ramones, the College was able to participate in two insightful workshops which allowed us to assess our hiring practices through an equity lens.

That assessment has led to an update of the College's Equal Employment Opportunity (EEO) statement and the adding of the Diversity Statement link to job descriptions. It also led to the inclusion of a Diversity Equity Inclusion Accessibility (DEIA) interview question bank as well as a review of job recruiting publications. The College has also prioritized intentional outreach to minoritized groups such as the Asian Pacific Americans in Higher Education, A2MEND and COLEGAS.

SJEDI has made significant impacts on revising and updating Board Policies and Administrative Procedures (BP/APs) related to recruitment, hiring and retention to include DEIA League language as well as to incorporate strategies provided in previous DEIA in hiring workshops. The revision of applicable BP/APs, coupled with changes in hiring practices, have initiated the movement towards attracting monitored groups.

As a result of the data documented in Component 11, additional data collection methods the College will employ to address underrepresentation identified pursuant to Section 53003(c)(9) include:

- A longitudinal analysis of job applicant data to determine if a monitored group has been unsuccessful in moving from the applicant pool to the qualified pool and from the qualified pool to an interview candidate pool.
- Data analysis pursuant to Section 53003(c)(7) to identify underrepresented groups.
- California Community College Chancellor's Office data which emphasizes the need to recruit specific monitored groups.

Data analysis will assist in determining if hiring strategies will need to pivot in order to address monitored groups. Furthermore, additional data will allow the College to identify the need for new strategies to assist in recruiting underrepresented groups and determining adverse impact.

A scenic landscape photograph of a mountain valley. In the foreground, a calm lake reflects the surrounding mountains and sky. The middle ground shows a river flowing through a lush, green valley. The background features rugged, dark mountains under a clear, light blue sky. The overall mood is serene and majestic.

EEO PLAN COMPONENT 13

EEO STRATEGIES AND MULTIPLE
METHODS INTEGRATION

Plan Component 13

EEO Strategies and Multiple Methods Integration

College of the Siskiyous has identified a number of strategies to achieve the objectives of the EEO plan. Each strategy includes a three-year timetable, responsible stakeholders and evaluation method(s) (Appendix A). Specific objectives are categorized into three sections: Pre-Hiring, Hiring and Post-Hiring:

Pre-Hiring

- Offering a variety of non-mandated trainings to supplement existing mandatory hiring trainings
- Publicizing the District's commitment to diversity & Equal Employment Opportunities (EEO)
- Reviewing and updating the District EEO/Diversity Equity Inclusion (DEI) statement
- Providing EEO/diversity enhancement resources and assistance to other districts
- Addressing diversity issues in a transparent and collaborative fashion
- Recurring activities related to improving student access and student success—with a nexus to EEO hiring
- Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals
- Intentional Outreach & Recruitment: Creation of new [HR Applicant Resources](#) webpage which highlights the College's surrounding areas as well as cost of living

Hiring

- Ongoing training for hiring committees
- Maintaining updated job descriptions and job announcements
- Board of Trustees training on elimination of bias in hiring and employment at least once every election cycle
- Assessing "sensitivity to diversity" of all applicants
- Maintaining updated curricula, texts, and/or course descriptions
- Dedication of specified staff to EEO
- Incentives for hard-to-hire areas/disciplines
- Focused outreach and publications: Disseminating the new [HR Applicant Resources](#) webpage to Graduate Programs applicable to the positions being hired as well as CCC Affinity Groups (APAHE, A2MEND, and Colegas)
- Development of procedures for addressing diversity throughout hiring steps and levels
- Identification of effective recruitment efforts and strategies

Post-Hiring

- Conducting campus climate surveys & utilization of data
- Conducting exit interviews & utilization of data
- Providing professional development, mentoring, support and leadership opportunities for new employees
- Timely and thorough investigation all harassment & discrimination complaints and taking appropriate corrective action in all instances where a violation is found
- Survey applicants who decline offers & utilization of data

After assessment of each strategy, data resulting in adverse impact or underrepresentation will inform needed revisions to the EEO Plan. EEO Plan modifications will be submitted to the Chancellor's Office for review and approval.



EEO PLAN APPENDIX A

ACTIVITIES DEMONSTRATING
ON-GOING COMMITMENT TO
EEO / EMPLOYMENT DIVERSITY

Activities Demonstrating On-Going Commitment to EEO / Employment Diversity

Pre-Hiring

Implementation	Who	What / When	Effectiveness Metrics & Review
<p>In addition to mandated trainings, the College will offer workshops that incorporate the following focus topics:</p> <ul style="list-style-type: none"> • Implicit Bias • DEIA in hiring • Intentional Equity Minded Interviewing • Color Blindness • Institutional Racism • White Fragility • Ally • Diversity • Safe Space • All Lives Matter • Person of Color • Micro aggression • Racist • White Privilege • Politically Correct <p>(53024.1(d))</p>	<ul style="list-style-type: none"> • Attendees: All Students, Employees and Trustees • Organizers: CEO, Human Resources, Social Justice Equity Diversity Inclusion Committee, EEO Committee, Professional Development Committee 	<p>Strategy: The College plans to continuing offering workshops and presentations that serve to positively influence hiring practices. Past workshops have identified procedural and structural deficiencies related to our antiquated hiring procedures.</p> <p>Results of the College's 2023 Cultural Humility Survey showed that:</p> <ul style="list-style-type: none"> • 58.3% of respondents want to learn more about their family's history of immigration, migration, slavery, genocide, and/or assimilation. • 72.7% want a better understanding of how stereotypical beliefs and attitudes can lead to discriminatory actions, violence and other forms of dehumanization. • 50% would like a better understanding of various ways gender expressions shows up in the world. • 54.5% would like to be more conscious of assumptions about other people, their cultures, or beliefs. • 41% don't feel fully confident to speak about historical incidents of the trauma, social upheaval, and protests for rights for people of color and those labeled as the 'other'. • 50% strongly agree that understanding the history and contemporary experiences in which people are harmed by biases and intentions discrimination in society are essential to a sound college education. <p>This data will help inform future workshops and DEIA educational opportunities. As the College progresses forward, we plan to conduct a DEIA survey in spring 2024 and a post-DEIA survey at the end of the spring 2025 semester which will assist in documenting progress towards our ultimate goal of achieving systemic equity.</p> <p>Year 1: 2022-2023</p>	<ul style="list-style-type: none"> • Review and analysis of DEIA Survey results • Spring 2025 report-out of EEO Plan achievements, DEIA Survey Results and areas of improvement

Summer Session – All Campus

- National Conference on Race and Ethnicity (NCORE)
- Minding the Obligation Gap – Summer Institute

Fall Semester – All Campus

- Keynote: Practice Better Self-Care for Your Mental Health
- Diversity Rubric & Equitizing Syllabi
- Cultural Sharing with the Karuk Tribe
- Social Justice, Equity, Diversity, Inclusion (SJEDI) Retreat

Spring Semester – All Campus

- Student Centered Funding Formula, Student Equity and Student Success: Background, Implications and Efforts
- Intentional Equity Minded Interviewing
- Raising Awareness: Missing and Murdered Indigenous Women and Men
- Missing Murdered Indigenous Women (MMIW) Presentation
- SJEDI Mini-Retreat: Land Acknowledgement

2022-2023 Social Justice, Equity, Diversity, Inclusion (SJEDI) Goals)

- Retreat - July 7, 2022 - Start Retreat with Anti-Racist Pledge
- Featured bios on SJEDI Page
- DEI Video Library & SJEDI Instagram
- Events-DEI Calendar-DEI Training - Identification of which on-campus events to schedule each month and event taskforce members
- DEI Statements for AP/BP
- Diversity Statement
- To schedule and fully participate in an SJEDI Retreat
- SJEDI Members are to continue infusing the DEI perspective by providing input on various councils and committees
- Update job descriptions and interview questions using a DEI lens.
- Develop and provide a statement to the campus community regarding sensitivity to visual symbols.

Year 2: 2023-2024**Fall Semester – All Campus**

- LGBTQ+ Keynote Presentation
- EEO Training Part I

		<ul style="list-style-type: none"> • EEO Training Part II • Indigenous Peoples’ Information Session and Event <p>Fall Semester – Social Justice, Equity, Diversity, Inclusion (SJEDI) Goals</p> <p>Goal: Increase Student Engagement</p> <p>SJEDI Objectives:</p> <ul style="list-style-type: none"> • Student Rights and Responsibility Statement • DEIA Survey • Canvas Shell • Student Stipends to Attend Meetings • Review Special Admit Application • Identify Student Wins - How Student Voices have Shaped Change at the College • Identify SJEDI Liaisons – Disproportionately Impacted Groups <p>Spring Semester – All Campus</p> <ul style="list-style-type: none"> • Accessibility Keynote • CCCCCO Accessibility Capability Maturity Model 2-day Training & Assessment • Screening Committee Training Part I • Screening Committee Training Part II • DEIA Survey <p>Spring Semester - Social Justice, Equity, Diversity, Inclusion (SJEDI) Goals</p> <p>Goal: Policy</p> <p>SJEDI Objectives:</p> <ul style="list-style-type: none"> • Review AP/BPs • EEO Report Implementation • Job Description review and revision • New Employee Recruitment & Onboarding Strategies Implementation <p>Year 3: 2024-2025</p> <p>Fall Semester – All Campus</p> <ul style="list-style-type: none"> • Keynote Topic (tentative): Student Success and Belonging • Introduction to ‘Under our Skin’ Series (one per month) 	
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		<ul style="list-style-type: none"> • Introduction to College of the Siskiyous Vision Resource Site Trainings (one per month) <p>Fall Semester – Social Justice, Equity, Diversity, Inclusion (SJEDI) Goals</p> <p>TBD</p> <p>Spring Semester – All Campus</p> <ul style="list-style-type: none"> • Keynote (tentative): Art with Impact • EEO Plan Progress Presentation • Continuation of ‘Under our Skin’ Series (one per month) • Continuation of College of the Siskiyous Vision Resource Site Trainings (one per month) <p>Spring Semester – Social Justice, Equity, Diversity, Inclusion (SJEDI) Goals</p> <p>TBD</p>	
<p>Convey in publications and website the district’s commitment to diversity & EEO.</p> <p>(53024.1(j))</p>	<ul style="list-style-type: none"> • Public Information Office • Social Justice, Equity Diversity, Inclusion Committee • EEO Committee 	<p>Strategy: The College recently underwent an Office of Civil Rights assessment in which all publications and website pages were assessed for Title IX compliance. The College plans to review the statements which demonstrate the District’s commitment to diversity & EEO annually.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> • Board approved Diversity, Equity, Inclusion, and Accessibility Resolution posted on the Social, Justice, Equity, Diversity, Inclusion (SJEDI) Webpage • District Diversity Statement Approved May 2023 • District Diversity Statement and Revised Non-Discrimination Statement and Policy posted at the footer of each webpage. • Revised Non-Discrimination Statement and Policy available on all college printed publications <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> • Review of revised District Diversity Statement and Revised Non-Discrimination Statement and Policy by EEO Committee • Review and revision (as needed) of BP/AP 3420 Equal Employment Opportunity by EEO Committee. Present through the participatory governance process. • Update of EEO Statement and implementation of Diversity Statement 	<ul style="list-style-type: none"> • Continuous assessment and analysis of publications, website and commitment to diversity & EEO by EEO Committee and report to the SJEDI Committee • SJEDI to inform Board of Trustees annually at its annual update to the Board

		<p>on Job Descriptions</p> <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> Review of revised District Diversity Statement and Revised Non-Discrimination Statement and Policy by EEO Committee. Present through the participatory governance process. 	
<p>Review and update District EEO/DEI policy statement.* (53024.1(k))</p> <p>*Cross-reference Plan Component 3</p>	<ul style="list-style-type: none"> Human Resources Social Justice, Equity Diversity, Inclusion Committee EEO Committee 	<p>Strategy: The College plans to review and update the District EEO/DEI policy Statement annually.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> As a result of OCR recommendations, the College reviewed and updated its EEO/DEI policy statement and webpage <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> Review of EEO/DEI policy statement and webpage and update as needed. Present through the participatory governance process. <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> Review of EEO/DEI policy statement and webpage and update as needed. Present through the participatory governance process. 	<ul style="list-style-type: none"> Through the participatory governance process, annual review (revision as needed) and approval of the EEO/DEI policy statement. Evidence of review and approval will be documented in BoardDocs.
<p>Providing EEO/diversity enhancement resources and assistance to other districts. (53024.1(m))</p>	<ul style="list-style-type: none"> CEO Social Justice, Equity Diversity, Inclusion Committee EEO Committee 	<p>Strategy: The College's CEO serves as the co-chair to the Racial Equity and Inclusive Excellence (REIE) Taskforce which is a sub-group of the CEOCCC Board. The CEO also serves as an Association of California Community College Administrators (ACCCA) Board Member. Both organizations serve to provide information and professional development resources to CCC's throughout the state. Locally, the CEO serves as the President of the American Association of University Women (AAUW), which advocates for gender equity.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> Appointed to CEOCCC Board and REIE Appointed President of AAUW and scheduled local gender equity events <p>Year 2: 2023-2024</p>	<ul style="list-style-type: none"> Summary of events/workshops/webinars led by College of the Siskiyous

		<ul style="list-style-type: none"> Appointed co-chair of REIE and commenced discussion on EEO/Diversity enhancement resources Offering of local gender equity events Participation in DEIA workshops at statewide conferences <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> REIE Events (statewide) ACCCA Events (statewide) AAUW Events (local) SJEDI Events (local) 	
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	<ul style="list-style-type: none"> CEO Human Resources Social Justice, Equity Diversity, Inclusion Committee EEO Committee 	<p>Strategy: The College currently obtains an anonymous virtual suggestion box where issues, including diversity issues, are voiced. Each suggestion box comment is addressed by the CEO in a '4th Thursday Suggestion Box' email. Past opposition to diversity efforts have been used as an opportunity to educate and inform the college community of the significance of DEIA efforts and initiatives.</p> <p>Additionally, the CEO sends a weekly All-College email which consists of campus updates, cultural acknowledgments (such as LGBTQ+ and Hispanic Heritage Months) as well as a Social Justice, Equity, Diversity, Inclusion (SJEDI) Corner which includes DEIA specific webinar and trainings hosted locally and by outside organizations such as ACCCA, CCLC, Colegas, APAHE, A2MEND and the RP Group.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> Implementation of Virtual Suggestion Box which is accessible by employees and students through the mySiskiyous portal Addressing Suggestion Box comments monthly via a 4th Thursday Suggestion Box Email Submission of weekly All-College emails to all employees <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> Addressing Suggestion Box comments monthly via a 4th Thursday Suggestion Box Email Submission of weekly All-College emails to all employees 	<ul style="list-style-type: none"> Evidence of All-College and 4th Thursday Emails.

		<p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> Addressing Suggestion Box comments monthly via a 4th Thursday Suggestion Box Email Submission of weekly All-College emails to all employees 	
<p>Recurring activities related to improving student access and student success—with a nexus to EEO hiring:</p> <ul style="list-style-type: none"> Faculty Diversity Internship Program (FDIP) 	<ul style="list-style-type: none"> FDIP Coordinator CEO Vice President of Academic Affairs Human Resources Academic Senate 	<p>Strategy: To develop and implement a Faculty Diversity Internship Program (FDIP) which serves to attract interns from diverse backgrounds into the College of the Siskiyous community for training and hands-on experiences. The FDIP program aims to:</p> <ul style="list-style-type: none"> Promote equitable achievement for students of all gender identities, and cultural, ethnic and socioeconomic backgrounds. Ensure Siskiyous students from underrepresented groups have role models from their gender category, race, ethnic, or cultural background who they can identify with and recognize as examples of high achievement. <p>Interns from across the region will be paired with Siskiyous faculty members in their academic discipline or student support area. In the fall, Interns will receive remote training in online teaching or student support topics and meet regularly with their mentor for one-on-one guidance and career advice. In the spring, Interns will work as an Expert Instructional Aides in their mentor's online class or student support area for 7 hours per week and complete an e-portfolio that includes examples of their work and a professional philosophy statement.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> Biology Faculty member awarded sabbatical to focus on the development of the FDIP. Outcomes include: <ul style="list-style-type: none"> FDIP Process Manual FDIP Email FDIP Website FDIP Intern Posting on HR site <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> Initial launch of FDIP Identification of Faculty Mentors Recruitment and processing of FDIP interns 	<ul style="list-style-type: none"> Assessment and analysis of FDIP Program Impact of FDIP on new hire demographics (longitudinal data)

		<ul style="list-style-type: none"> Assessment and revision of FDIP onboarding process <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> Continued FDIP process with recruitment of new interns and identification of new (if needed) Faculty Mentors Assessment of year 2 FDIP process and implementation of revised processes as needed 	
Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.	<ul style="list-style-type: none"> CEO Human Resources Administrative Support Management (ASM) Social Justice, Equity Diversity, Inclusion Committee EEO Committee 	<p>Strategy: The College's evaluation process is being revised to recognize and document proficiency in diversity, equity, inclusion, and accessibility (DEIA) related competencies that enable work with diverse communities as required by section 53425. District employees must have or establish proficiency in DEIA-related performance to teach, work, or lead within California community colleges.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> Review current evaluation processes for all employees: Administrators, Administrative Support Management (ASM), Faculty and Classified Professionals Discussion with constituency leadership regarding proposed changes to the evaluation process <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> Revision of Administrative Procedure 7120 Evaluation Revision of Administrator and ASM evaluation to incorporate Diversity, Equity, Inclusion Competency Themes: <ul style="list-style-type: none"> Cultural Competency Self-Reflection Self-Improvement Data Diversity, Equity and Inclusion & Mission Service (e.g., service to the institution or community, or professional service) Diversity, Equity and Inclusion Environment Professional Development Connected to Mission Employee Interactions 	<ul style="list-style-type: none"> Documentation of revised AP 7120 and evaluation procedures with embedded DEIA competency themes

		<ul style="list-style-type: none"> • Further discussion and negotiation with constituency groups to incorporate Diversity, Equity, Inclusion Competency Themes into Faculty and Classified Staff evaluations • Approved MOU amending Faculty and Classified Staff evaluations <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> • Assessment of evaluation processes for all employees • Revision of evaluation processes as deemed necessary 	
Intentional Outreach & Recruitment	<ul style="list-style-type: none"> • CEO • Human Resources • Public Information Office • Social Justice, Equity Diversity, Inclusion Committee • EEO Committee 	<p>Strategy: Due to the College's rural location, an assessment of recruitment publications was recently conducted. The assessment showed gaps and deficiencies with previous outreach and recruitment efforts. As a result, the College is being intentional in improving outreach and recruitment processes.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> • Assessment of recruitment publications • Hiring of recruitment firm to assist in 'hard to fill' positions • Developed new Application and Administrative Procedure 7280 Remote Work: Classified Employees and Management/Supervisory/Confidential in hopes of attracted individuals from outside of the area who can perform the position remotely or via hybrid schedule <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> • Approval of Application and Administrative Procedure 7280 Remote Work: Classified Employees and Management/Supervisory/Confidential • Broadened social media outreach and recruitment to include sharing job postings via LinkedIn, Facebook, and Instagram • Shared job postings with affinity groups such as APAHE, Colegas, and A2MEND as well as CCC Listservs (CEO, CBO, CSSO and CIO) <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> • Assessment of longitudinal employee and applicant data (components 10 & 11 of EEO Plan) • Revise outreach and recruitment strategies, as needed, based on assessment data • Include intentional outreach to soon-to-be graduates within applicable majors and encourage participation in the College's FDIP. 	<ul style="list-style-type: none"> • Analysis of applicant data comparing 24-25 data with past data documented in components 10 & 11

Hiring

Implementation	Who	What / When	Effectiveness Metrics & Review
<p>Ongoing training for hiring committees:</p> <ul style="list-style-type: none"> EEO Training Part I EEO Training Part II Screening Committee I Screening Committee II Implicit Bias DEIA in Hiring Intentional Equity Minded Interviewing <p>(53024.1(c))</p>	<ul style="list-style-type: none"> Director of Human Resources - responsible for ensuring committees are trained All EEOs and employees planning to serve on hiring committees – required to complete training prior to serving on a hiring committee Students – Students serving on hiring committees will be offered a modified training program that is tailored to work around their schedule. They will also be offered stipends to participate 	<p>Strategy: College of the Siskiyous has consistently offered Equal Employment Opportunity (EEO) training and in assessing the training, we identified the need for revision. As a result, we contracted with Regina Stanback Stroud Consulting (RSSC) to facilitate ‘Fair and Effective Hiring Practices’ which consists of a 2-part, 4 hour EEO training. At the completion of EEO Training Part I and II workshops, participants will be able to:</p> <ul style="list-style-type: none"> Confidently carry out their responsibilities as EEO representatives. Develop/cultivate a sense of confidence and self-agency to navigate common power and status differentiated dynamics in institutions of higher education. Appropriately use their position of influence in the process to disrupt inequitable, discriminatory, exclusionary practices in the process. <p>RSSC will also facilitate a 2-part Screening Committee training which consists of:</p> <ul style="list-style-type: none"> Common EEO/Diversity Equity Inclusion Belonging Terminology Screening Committee Roles and Responsibilities <ul style="list-style-type: none"> Screening committee members Screening committee Chair EEO representative Hiring manager(s) Human Resources staff President/CEO Compelling Legislative and Regulatory Sources of Authority <ul style="list-style-type: none"> Relevant federal laws, state laws and Title 5 of the California Code of Regulations that apply to non-discriminatory, fair, effective hiring practices, including unlawful pre-employment inquiries. State and local policies that apply to non-discriminatory, fair, effective hiring practices. Local EEO Plan and connection to Mission, Vision, Values Strategies of Intentional Inclusion <ul style="list-style-type: none"> How to recognize and interrupt implicit and explicit biases The façade of fit and other coded narratives 	<ul style="list-style-type: none"> Documentation and assessment of hiring committee training sessions Documentation of new procedures resulting from the training sessions

		<ul style="list-style-type: none"> ○ The value of a diverse workforce • Effective Practices To Attract A Diverse Pool Of Candidates (Outreach) • Equity Informed Practices <ul style="list-style-type: none"> ○ Position announcements ○ Paper screening ○ Developing interview questions ○ Conducting the interview ○ Making the finalist recommendations <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> • Conduct annual EEO training • DEI in Hiring Workshop • Implicit Bias Workshop • Assessment of EEO Training <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> • Intentional Equity Minded Interviewing Workshop • New EEO Training Part I – Sept. 22, 2023 • New EEO Training Part II – Oct. 27, 2023 • Screening Committee Training Part I – TBD • Screening Committee Training Part II – TBD <p>Year 3: 2024-2025</p> <p>As needed, schedule refresher workshops:</p> <ul style="list-style-type: none"> • EEO Training Part I • EEO Training Part II • Screening Committee Training Part I • Screening Committee Training Part II • Assess training programs 	
Maintain updated job descriptions and job announcements. (53024.1(f))	<ul style="list-style-type: none"> • Human Resources • Classified Union • Faculty Union • Administrative Support Management 	<p>Strategy: During the spring and fall of 2023, the College participated in a comprehensive Classification Compensation study which required each Classified, Administrative Support Management and Administrator to update their job descriptions. Faculty job descriptions are updated on an ‘as-needed basis’ and is initiated by the hiring committee. Modifications to Classified and Faculty job descriptions require union approval. New job descriptions require approval of the applicable constituency leadership as well as the Board of</p>	<ul style="list-style-type: none"> • Library of updated job descriptions which contain the updated EEO Statement and Diversity

		<p>Trustees. Job descriptions and announcements are maintained in the office of human resources.</p> <p>The Social Justice, Equity, Diversity, Inclusion (SJEDI) Committee commenced review of posted job descriptions after the DEI in Hiring Workshop presented by Dr. Eric Ramones. Since then, they have made recommended changes to the EEO statement and requested that a link to the Diversity Statement be added to all job descriptions.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> • Regular updates to job descriptions as requested by hiring committees • Selection of Classification Compensation Study Consultant • Classification Compensation trainings for Supervisors • SJEDI review of job descriptions <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> • Commencement of Classification Compensation Study • Updating of all Classified, Administrative Support Management and Administrator Job Descriptions • Approval of modified job descriptions by applicable constituency groups • Revision of job description EEO statement and adding of Diversity Statement link • Job description file, maintained in human resources, moved to a shared drive for easy access by hiring managers (new process) <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> • Continued revision of job descriptions (as needed) • Review of job descriptions to insure that the modified EEO Statement and Diversity link are evident on all job descriptions 	<p>Statement link</p> <ul style="list-style-type: none"> • Creation of DEIA desirable qualifications to be added to job descriptions
<p>Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle.</p> <p>(53024.1(g))</p>	<ul style="list-style-type: none"> • CEO • Director of Human Resources • Board of Trustees 	<p>Strategy: Trustees are invited to all DEIA Workshops and Training Sessions. To ensure that the trustees are receiving the training required, the trustees will be presented a one-hour study session training on elimination of bias in hiring and employment at least once every four years.</p> <p>Year 1: 2022-2023</p>	<ul style="list-style-type: none"> • Study Session documentation in BoardDocs

		<ul style="list-style-type: none"> • Opportunity to attend various DEIA trainings applicable to hiring practices and employment <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> • Identification of meaningful training on elimination of bias in hiring and employment • Schedule Study Session Training spring 2024 <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> • Assess training effectiveness • Assure training is offered in 2027-2028 	
<p>Assess "sensitivity to diversity" of all applicants. (53024.1(l))</p>	<ul style="list-style-type: none"> • EEO Committee • Social Justice Equity Diversity Inclusion Committee • Hiring Committee 	<p>Strategy: As part of RSSC's Screening Committee Training, equity informed practices in relation to paper screening will be introduced to all hiring committee members. This will allow hiring committees to implement strategies which would serve to assess 'sensitivity to diversity' of all applicants as well as demonstrate an understanding (knowledge) of diversity.</p> <p>As a result of the Intentional Equity Minded Interview workshop offered in spring 2023, the Social Justice, Equity, Diversity, Inclusion (SJEDI) committee has done a preliminary review of current DEIA interview questions and has developed recommendations to infuse DEIA concepts throughout the interview process.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> • DEIA in Hiring Workshop • Implementation of DEIA interview questions into the interview question 'bank' <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> • Intentional Equity Minded Interviewing Workshop • New EEO Training Part I – Sept. 22, 2023 • New EEO Training Part II – Oct. 27, 2023 • Screening Committee Training Part I – TBD • Screening Committee Training Part II - TBD <p>Year 3: 2024-2025</p>	<ul style="list-style-type: none"> • Library of DEIA questions • Recording of trainings with number of participants • Documented changes and analysis of new employee demographics

		<p>As needed, schedule refresher workshops:</p> <ul style="list-style-type: none"> • EEO Training Part I • EEO Training Part II • Screening Committee Training Part I • Screening Committee Training Part II • Assess training programs 	
<p>Maintaining updated curricula, texts, and/or course descriptions. (53024.1(n))</p>	<ul style="list-style-type: none"> • Office of Academic Affairs • Academic Senate • Instruction Council • Curriculum Committee 	<p>Strategy: Academic Senate has already participated in a Cultural Curriculum Audit trainings which have prompted review of curricula, texts and course descriptions. An equity rubric has been developed to assist faculty to engage in this work. Furthermore, the College is engaging in becoming a Zero Cost Text (ZTC) campus.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> • Equity Rubric Workshop • Academic Senate development of equity rubric • Equitizing Syllabi Workshop • OER/ZTC Workshop <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> • Adoption of ZTC initiative • Regular review of course outlines and descriptions • Implementation of Equity Rubric <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> • Increased adoption of ZTC • Ongoing assessment of curricula and course descriptions 	<ul style="list-style-type: none"> • Evidence of equity rubric, equitized syllabi, and increased use of ZTC
<p>Dedication of specified staff to EEO.</p>	<ul style="list-style-type: none"> • Director of Human Resources • EEO Committee 	<p>Strategy: Due to the size of the College and the immense workload of many of its employees, the College has been challenged with recruiting and retaining EEO representatives. In effort to address this challenge, we have contracted with Regina Stanback Stroud Consulting (RSSC) to facilitate 'Fair and Effective Hiring Practices' which consists of a 2-part, 4 hour EEO training. We encouraged everyone at the College to participate.</p> <p>At the completion of EEO Training Part I and II workshops, participants will be able to:</p> <ul style="list-style-type: none"> • Confidently carry out their responsibilities as EEO representatives. 	<ul style="list-style-type: none"> • Documented pool of trained EEOs

		<ul style="list-style-type: none"> • Develop/cultivate a sense of confidence and self-agency to navigate common power and status differentiated dynamics in institutions of higher education. • Appropriately use their position of influence in the process to disrupt inequitable, discriminatory, exclusionary practices in the process. <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> • Identified trained pool of 5 EEO Representatives • Trained pool of EEO Representatives reduced to 3 with over 25 active position recruitments and more forthcoming • EEO training for all Human Resources Staff <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> • Intentional Equity Minded Interviewing Workshop • New EEO Training Part I – Sept. 22, 2023 – All College • New EEO Training Part II – Oct. 27, 2023 – All College • Post training recruitment of new EEO Representatives • Increase pool of EEO Representatives <p>Year 3: 2024-2025</p> <p>As needed, schedule refresher or repeat workshops to retain and recruit EEO Representatives:</p> <ul style="list-style-type: none"> • EEO Training Part I • EEO Training Part II 	
Incentives for hard-to-hire areas/disciplines.	<ul style="list-style-type: none"> • CEO • Human Resources • Dean of Health Sciences • Healthcare Industry • North Far North Nursing Consortium 	<p>Strategy: Due to its rural location, the College has been challenges with hard-to-hire areas/disciplines. Recently the discipline most impacted is Nursing. The College had to place its LVN to RN Step-Up program on hold due to the inability to hire the required number of Nursing Faculty as directed by the Board of Registered Nurses. Unfortunately, the Faculty Association refused to entertain the idea of a hard to fill salary schedule.</p> <p>To address this challenge, the CEO worked closely with the local hospitals to negotiate a recruitment & retention incentive of \$15k over the course of the first three years of the new Nursing Faculty's appointment. Additionally the College was also able to secure a salary compensation package which would supplement the new Nursing faculty's salary so that it is equivalent to the</p>	<ul style="list-style-type: none"> • Hiring of needed LVN to RV faculty and restarting of LVN to RN Step-Up program (replicate strategy as needed for other hard-to-hire disciplines).

		<p>salary of a bedside nurse.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> • Continuous meetings with Mercy Mount Shasta and Fairchild Medical Center • Meetings with the North Far North Nursing Consortium to address Nursing Faculty shortage and discuss strategies • Securing of recruitment and retention incentive (\$15k) and supplementary compensation package for LVN Faculty <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> • Hiring of (2) LVN Faculty Members • Restarting of CNA and LVN Nursing Programs • Securing of recruitment and retention incentive (\$15k) and supplementary compensation package for LVN to RN Nursing Faculty • Posting of LVN to RN Nursing faculty positions with incentive and salary compensation notations <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> • Anticipated hiring and onboarding of (2) LVN to RN Faculty members • Anticipated restarting of LVN to RN Step-Up Program 	
Focused outreach and publications.	<ul style="list-style-type: none"> • CEO • Human Resources • Public Information Office • Social Justice, Equity Diversity, Inclusion Committee • EEO Committee 	<p>Strategy: Due to the College's rural location, an assessment of recruitment publications was recently conducted. The assessment showed gaps and deficiencies with previous outreach and recruitment efforts. As a result, the College is being intentional in improving outreach and recruitment processes.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> • Assessment of recruitment publications • Hiring of recruitment firm to assist in 'hard to fill' positions • Developed new Application and Administrative Procedure 7280 Remote Work: Classified Employees and Management/Supervisory/Confidential in hopes of attracted individuals from outside of the area who can perform the position remotely or via hybrid schedule <p>Year 2: 2023-2024</p>	<ul style="list-style-type: none"> • Assessment of longitudinal employee and applicant data (components 10 & 11 of EEO Plan) and analysis

		<ul style="list-style-type: none"> • Approval of Application and Administrative Procedure 7280 Remote Work: Classified Employees and Management/Supervisory/Confidential • Broadened social media outreach and recruitment to include sharing job postings via LinkedIn, Facebook, and Instagram • Shared job postings with affinity groups such as APAHE, Colegas, and A2MEND as well as CCC Listservs (CEO, CBO, CSSO and CIO) <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> • Assessment of longitudinal employee and applicant data (components 10 & 11 of EEO Plan) • Revise outreach and recruitment strategies, as needed, based on assessment data 	
Procedures for addressing diversity throughout hiring steps and levels	<ul style="list-style-type: none"> • CEO • Human Resources • Social Justice, Equity Diversity, Inclusion Committee • EEO Committee 	<p>Strategy: In using strategies learned through scheduled EEO Trainings and other DEIA workshops, the College plans to develop a 'DEIA in Hiring Checklist'. This checklist will incorporate all of the hiring steps starting from approval to hire to new employee onboarding. The checklist will include specific DEIA concepts such as:</p> <ul style="list-style-type: none"> • Ensuring the job description encourages diversity and inclusion • Assessment rubric to evaluate candidates which give priority to diversity • Development of DEIA infused interview questions <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> • Conduct annual EEO training • DEI in Hiring Workshop • Implicit Bias Workshop • Assessment of EEO Training <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> • Intentional Equity Minded Interviewing Workshop • New EEO Training Part I – Sept. 22, 2023 – All College • New EEO Training Part II – Oct. 27, 2023 – All College • Screening Committee Training Part I – TBD • Screening Committee Training Part II – TBD • Revision of current hiring, onboarding and retention processes • Development of revised hiring manual 	<ul style="list-style-type: none"> • New hiring manual with new DEIA hiring checklist

		<ul style="list-style-type: none"> Development of new DEIA in hiring checklist <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> Implementation of new hiring manual Implementation of new DEIA in hiring checklist 	
<p>Recruitment efforts and strategies such as:</p> <ul style="list-style-type: none"> Use of demographic data Job Fairs CCC Registry Relationships with external organizations & colleges 	<ul style="list-style-type: none"> CEO Institutional Research Public Information Office Human Resources 	<p>Strategy: In using the Longitudinal Data documented in Components 10 & 11, the College plans to adjust its recruitment efforts to address deficiencies. Data analysis will inform the College's need to participate in specific job fairs, further expand recruitment efforts from statewide to national and/or strengthen relations which additional external organizations & colleges.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> Current recruitment platforms: <ul style="list-style-type: none"> CCC Registry HigherEdjobs.com Diversejobs.net Diverse Issues in Higher Education Asians in Academia Ahead.org IMDiversity.com USDALA.org LinkedIn <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> Assessment of current recruitment platforms and analysis of longitudinal data Identification of new recruitment platforms and securing of funds (through the budget allocation process) <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> Implementation of new recruitment platforms Re-assessment of platforms and longitudinal data comparison 	<ul style="list-style-type: none"> Documented changes in recruitment platforms and demonstrated employee demographic data to determine effectiveness

Post-Hiring

Implementation	Who	What / When	Effectiveness Metrics & Review
Conduct campus climate surveys & use this information. (53024.1(a))	<ul style="list-style-type: none"> Institutional Research Social Justice, Equity, Diversity Inclusion Committee 	<p>Strategy: One of the 23-24 goals for the College's Social Justice, Equity, Diversity, Inclusion (SJEDI) Committee is to disseminate a DEIA/Campus Climate survey. The last Campus Climate survey was conducted in 2018 and the results were never shared or analyzed. In order to move towards the ultimate goal of systemic equity, the College realizes that data from a DEIA Survey is necessary and therefore has prioritized survey dissemination.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> Research on DEIA surveys and gathering of samples from 2-year and 4-year universities <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> Prioritization of DEIA survey distribution Identification/Development of DEIA Survey Distribution of DEIA Survey and collection of results (SP 2024) <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> DEIA Survey presentation and analysis of results (Convocation Day) Development/Identification of DEIA data implementation strategies 	<ul style="list-style-type: none"> DEIA/Campus Climate data and documented analysis of how it was utilized to enact change
Conduct exit interviews & use this information. (53024.1(b))	<ul style="list-style-type: none"> Human Resources Social Justice Equity Diversity Inclusion Committee EEO Committee 	<p>Strategy: In 2022-2023, the Social Justice, Equity, Diversity, Inclusion (SJEDI) Committee assessed the College's current exit interview process and made recommendations for improvement including use of DEI-focused Exit Interviews. DEI exit interview data would be used as part of the College's DEI Report to the Board of Trustees. This would include:</p> <ul style="list-style-type: none"> A report on patterns and trends observed in exit interviews; where applicable, information on patterns specific to race, ethnicity, gender, and other characteristics will be included Strategic plans to address areas for improvement Findings in participatory governance committees and with key stakeholder groups to increase transparency, gather additional context for findings, collect input on potential strategies, and encourage buy-in for culture change efforts 	<ul style="list-style-type: none"> New Exit Interview form with equity centered questions Utilization of data to initiate any needed changes Documentation of changes made based on data analysis

		<p>It was also recommended that DEI questions be infused within the exit interview to address workplace culture:</p> <ul style="list-style-type: none"> • Develop DEI-focused interview and survey questions for all employee groups • Establish and communicate the purposes of exit interviews to normalize feedback as an institutional priority (institutional commitment to DEI, increase retention, improve organizational culture) • Utilize an appropriate combination of qualitative and quantitative measures (e.g., Likertscale questions to measure attitudes and open-ended prompts to solicit individual experiences) <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> • SJEDI Recommendations to revise the current exit interview process and implement a DEI exit interview model • Review DEI Exit interview models and samples <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> • Provide DEI exit interview training for staff consisting of developing, conducting and analyzing exit interviews • Create a DEI exit interview questions and process • Develop processes for immediate review of exit interviews • Provide options to submitting exit interviews (outside of HR) • Implement new DEI exit interview process <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> • Assess/review DEI exit interview process • Use exit interview data to inform any needed changes and/or to update DEIA/Campus Climate survey 	
<p>Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))</p>	<ul style="list-style-type: none"> • Human Resources • Academic Affairs • Student Services • Classified Senate • Academic Senate • Administrative Support 	<p>Strategy: Post COVID, the College was challenged with severe staff shortages and turnover especially in human resources. As a result, a deficiency in our onboarding process was identified. In efforts to shift the burden away from our overburdened HR staff, each constituency area has started implementing onboarding strategies for their unit members:</p> <ul style="list-style-type: none"> • Academic Senate: Faculty mentors, new faculty canvas shell and new faculty handbook 	<ul style="list-style-type: none"> • New, documented onboarding process • Survey data assessing effectiveness of new onboarding

	<ul style="list-style-type: none"> Management Social Justice Equity Diversity Inclusion Committee EEO Committee 	<ul style="list-style-type: none"> Classified Senate: Classified mentors Administrative Support Management (ASM): ASM Mentors <p>Currently, the CEO is updating the Hiring, Recruitment and Retention Manual and steps have already been taken to develop a more robust onboarding process for new employees.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> Assessment of current onboarding process and identification of deficiencies. <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> In working with constituency groups, the College is actively working on creating a robust employee onboarding process which consists of ongoing professional development, mentor program, support and leadership opportunities. Documentation and implementation of new onboard process <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> Assessment of onboard process and implementation of modifications (as needed) Survey of onboarding process 	process
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))	<ul style="list-style-type: none"> CEO Director of Human Resources Vice President of Student Services Student Conduct Officer Title IX Coordinator 	<p>Strategy: The College has been diligent in addressing and investigating (when warranted) all harassment & discrimination complaints & has taken appropriate corrective action in all instances where a violation is found. In such incidences, the College has utilized the following resources:</p> <ul style="list-style-type: none"> Liebert Cassidy Whitmore Maire & Deedon Law Corporation Grand River Solutions Title IX Consulting <p>To prevent violation claims related to hiring practices, we ensure that both the EEO and the hiring committee are trained, prior to serving on hiring committees, and that all hiring process documentation, including interview notes, are securely maintained and organized in the office of human resources. The EEO is primarily responsible for ensuring that the hiring process is compliant with state and federal laws, including Title IX.</p>	<ul style="list-style-type: none"> Documentation related to timeliness of addressing and investigating (when warranted) all harassment & discrimination complaints Documentation of any action taken accessible via BoardDocs (action taken in

			closed session)
<p>Survey applicants who decline offers & use the information.</p> <p>(53024.1(p))</p>	<ul style="list-style-type: none"> Human Resources Social Justice Equity Diversity Inclusion Committee EEO Committee 	<p>Strategy: The College will develop a survey/questionnaire for applicants who decline job offers. Data collected from the surveys will be used to identify any modifications needed in the hiring process.</p> <p>Year 1: 2022-2023</p> <ul style="list-style-type: none"> N/A <p>Year 2: 2023-2024</p> <ul style="list-style-type: none"> Working collaboratively with the Social Justice, Equity, Diversity, Inclusion Committee (SJEDI) a survey will be developed to assess applicants who decline offers. Implementation of survey. <p>Year 3: 2024-2025</p> <ul style="list-style-type: none"> Analysis of survey data and (if needed) revision of hiring process. 	<ul style="list-style-type: none"> New survey for applicants who decline offers Documented use of data to inform changes (as needed) in the hiring process