

Sierra Joint Community College District



Equal Employment Opportunity Plan 2024-2027

Board Approved: January 9, 2024

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Purpose of the Equal Employment Opportunity (EEO) Plan

The Sierra Joint Community College District's ("District" or "SJCCD") Equal Employment Opportunity Plan ("EEO Plan" or "Plan") addresses the requirements of Education Code, including sections 53000 and 87106 for compliance with the Board of Governors regulations on equal employment opportunity hiring; applicable state and federal nondiscrimination statutes; and for direction "related to the incorporation of evidence-based and equity-minded practices into existing recruitment, hiring, retention, and promotion activities to promote equal employment opportunities" (California Community College Chancellor's Office).

California community college districts are responsible for the preparation of an Equal Employment Opportunity Plan to be submitted and approved by the California Community Colleges ("CCC") Chancellor's Office. *Equal Employment Opportunity* "means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District" (§ 53001). Equal Employment Opportunity should exist at all levels in all job categories and classifications. Ensuring equal employment opportunity involves "creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940" (§ 53001). An Equal Employment Opportunity Plan is a written document in which a District's workforce is analyzed and specific plans, strategies, and programs are set forth (based on the district's workforce analysis) for implementing and ensuring equal employment opportunity.

Objectives of Equal Employment Opportunity (EEO) Plan

The objectives of the District's EEO Plan and Guidelines are to:

- Create and sustain institutional structures and processes to result in a culture and environment of equity.
- Provide guidance that will assist in the goal of achieving a diverse workforce, which is directly aligned with, and supports the campus-wide initiative of closing equity gaps.
- Address the legal requirements for the District's EEO Plan, pursuant to section 53003 of Title 5.
- Provide specific pre-hiring, hiring, and post-hiring EEO strategies for the District with timetables for implementation.
- Provide a process for gathering and analyzing data (including longitudinal) for employees and applicants to assess for adverse impact.

Plan Component 1: Introduction

The Sierra Joint Community College District acknowledges and deeply believes in the direct relationship between a diverse workforce and student sense of belonging, retention, and success, as outlined by research (please see [Appendix A](#)).

As such, the District's Equal Employment Opportunity Plan (*Plan*) was adopted by the Board of Trustees on **January 9, 2024**. The Plan reflects the District's commitment beyond equal employment opportunity towards equitable recruitment, hiring, and retention practices, policies and procedures. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity, including disrupting systemic barriers, and creating equity-minded policies and procedures, will advance equity and promote excellence.

With a growing diverse student body (where approximately 24% of Sierra College's students are Latin(o)(a)(x)(e), 3% are African-American, 2% are Filipino, 6% are Asian-American, 7% are multiracial and 55% are White), it is imperative for our students to experience an inclusive environment to be better prepared to work and live in an increasingly global society. Further, a more diverse workforce is directly correlated with the closure of equity gaps; an environment that fosters mentor-mentee relationships; better decision-making, performance, and innovation; and much more (Center for Urban Education, 2017; SHRM, 2017; Harvard Business Review, 2016; and Chronicle of Higher Education, 2018).

It is the District's belief that to obtain student success, the College must achieve institutional equity, student equity, and employee equity. Therefore, the Plan's immediate focus is equal employment opportunity in its recruitment, hiring, and promotional policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq) and in alignment with the District's mission/vision statement and core values. The Plan outlines the steps the District shall take to ensure more equitable hiring and retention policies, practices, and procedures.

The Plan includes:

- An analysis of the demographic makeup of the District's workforce population and an analysis of whether underrepresentation of monitored groups exists;
- Methods to support equal employment opportunity, equity-minded recruitment, and retention practices, and an inclusive environment;
- The requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs;
- Complaint procedures in instances of unlawful discrimination, pursuant to 53026;
- Guidelines for the establishment of an Equal Employment Opportunity Advisory Committee; and
- Procedures for dissemination of the Plan.

To properly serve an evolving and increasingly diverse population, the District will endeavor to hire and retain faculty and staff who have the ability to understand and successfully support individuals with varying backgrounds, and who have a commitment to helping its diverse students develop the critical skills necessary to succeed in their academic/educational and career objectives utilizing culturally responsive techniques and practices.

The Sierra Joint Community College District continuously analyzes and modifies its commitment to equal employment opportunity and inclusive and equity-minded processes and practices. SJCCD continues to affirm equal employment opportunity, equity, and inclusion as part of the District's core values.

The EEO Plan outlines the District's commitment to diversity, equity, and inclusion as it relates to recruitment, retention, and the development of all employees. This is an essential component of the District's efforts in overcoming institutional barriers and eliminating equity gaps. The EEO Advisory Committee invites all employees to understand, commit to, and engage in these efforts.

The District's commitment to diversity is located on [website](#):

[Commitment to Diversity](#)

[Sierra College Board Policy and Administrative Procedure – BP/AP 7100](#)

Plan Component 2: Definitions (§ 53001 or as otherwise cited)

Adverse Impact: “Adverse impact” means 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 with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color ([CCC Chancellor's Office: DEI Glossary of Terms](#)).

Anti-Racism/Antiracist: refers to policies and actions that lead to racial equity (§ 52510)

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 ([CCC Chancellor's Office: DEI Glossary of Terms](#)).

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

Equal Employment Opportunity: “Equal employment opportunity” (“EEO”) means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves: (1) identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance; (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and (3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.

Equal Employment Opportunity Plan: An “equal employment opportunity plan” (“EEO plan”) is a written document that describes a district’s EEO program. A district’s EEO plan shall include: 1) analysis of the district’s work force; and 2) descriptions of the district’s program and strategies, informed by the district’s work force analysis, that it is implementing or will implement, to promote equal employment opportunity.

Equal Employment Opportunity Program: An “equal employment opportunity program” refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district’s longitudinal workforce and applicant analyses.

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 ([CCC Chancellor’s Office: DEI Glossary of Terms](#)). Equity exists when individuals at Sierra College (students and employees) have equal opportunity and sufficient resources to overcome structural barriers and achieve success.

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, and (5) action oriented ([CCC Chancellor’s Office: DEI Glossary of Terms](#)).

Inclusion: refers to bringing traditionally excluded individuals or groups into processes, activities, and decision and policy making in a way that shares power. (§ 52510)

In-house or Promotional Only Hiring: “In-house or promotional” hiring means that only existing District employees are eligible for a position.

Job categories: “Job categories” includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

Monitored Group: “Monitored group” means the groups for which districts must provide demographic data pursuant to section 53004.

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

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

Screening or Selection Procedure: “Screening or selection procedure” means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including performance tests, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.

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

Plan Component 3: Policy Statement

[Sierra College Board Policy, 3420](#) states, the Board of Trustees supports the intent set forth by the California Legislature to assure that effort is made to build a community in which 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 equity and diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony, and suitable role models for all students. An equitable and inclusive hiring process is essential to improve diversity, reduce systemic barriers/inequities to employment, and provide potential applicants the opportunity to demonstrate that they meet or exceed the minimum qualifications for employment. The Board therefore commits itself to promoting the total realization of equal employment through a continuing equal employment opportunity program.

The Superintendent/President shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time are modified or clarified by judicial interpretation. Superintendent/President, and/or designee(s), shall develop hiring procedures driven by diversity, equity, and inclusion and consistent with the mission, vision, and strategic goals of the College.

Plan Component 4: Delegation of Authority, Responsibility and Compliance

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

1. *Board of Trustees*

The Governing Board 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. Furthermore, the Board of Trustees will oversee the Superintendent/President's responsibility to ensure the EEO Plan shall:

- (1) be developed in collaboration with the district's Equal Employment Opportunity Advisory Committee established pursuant to Title 5, section [53005](#);
- (2) be reviewed and adopted at a regular meeting of the governing board where it is agendaized as a separate action item, and not part of the consent agenda;
- (3) cover a period of three (3) years, after which a new or revised plan shall be adopted; and
- (4) be submitted to the Chancellor 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. [See section [53020](#) and [53003\(a\)](#)]

2. *Superintendent/President*

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

3. *Equal Employment Opportunity Officer (EEO Officer)*

The District has designated the Director of EEO, Diversity and Title IX, as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the Equal Employment Opportunity Officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing, monitoring, and achieving the goals of the *Plan* and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. *Equal Employment Opportunity Advisory Committee (EEO Advisory Committee)*

The District has established the Equal Employment Opportunity Advisory Committee ("EEO Advisory Committee") to act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity and equity-minded hiring and retention policies and procedures. The EEO Advisory Committee shall assist in the development/creation and implementation of the *Plan* in

compliance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for *Plan* revisions as appropriate.

5. *Agents of the District*

Any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this *Plan*.

6. *Good Faith Effort*

The District shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

Plan Component 5: Equal Employment Opportunity (EEO) Advisory Committee

The District has established an EEO Advisory Committee to assist the District in developing, revising, and implementing its *Plan*. The EEO Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The EEO Advisory Committee may work in coordination with other groups on campus to sponsor events, training, recruitment, or other activities that promote equal employment opportunity, nondiscrimination, retention, diversity, equity, and inclusion. The EEO Officer shall train and/or ensure that the EEO Advisory Committee receives training on equal employment compliance and the *Plan* itself.

This EEO Advisory Committee shall receive training in all the following:

- (a) State and federal nondiscrimination laws;
- (b) Identification and elimination of bias and inequitable structures in hiring;
- (c) The educational benefits of workforce diversity; and
- (d) The role of the EEO Advisory Committee in drafting, implementing, and carrying out the District's *Plan*.

Please note that Title 5, section 53005 also requires that the Board of Trustees receive the same training.

The EEO Advisory Committee shall include a diverse membership to the extent possible. A substantial good-faith effort to maintain a diverse membership is expected. EEO Advisory Committee members shall also be continuously trained EEO Representatives, to the extent possible. The committee will generally be comprised of a minimum of three (3) faculty members, three (3) classified members, three (3) managers, and at least one (1) student scholar. Ex officio members should include the Director of EEO, Diversity, and Title IX designated as the EEO Officer. If additional diverse membership is needed, the EEO Officer may consult with the appropriate campus constituent groups, as needed.

As Chair of the EEO Advisory Committee, the EEO Officer is responsible for overseeing its membership. The EEO Officer is expected to recruit committee members. In the event the EEO Officer role is vacant, and a vacancy occurs on the EEO Advisory Committee, the District will ask

the respective Senates to appoint members using their normal committee appointment process in collaboration with the role designated as acting EEO Officer.

The EEO Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the EEO Advisory Committee shall make recommendations to the Board of Trustees, the Superintendent/President, and the EEO Officer.

Plan Component 6: Complaints (Section 59300 et seq.)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of EEO, Diversity and Title IX, or designee, is responsible for receiving such complaints and for coordinating their investigation. College complaint officers may be assigned investigation responsibilities, as appropriate. The District's discrimination and sexual harassment complaint definitions, policies and procedures are located on the District's website at: <http://www.sierracollege.edu/about-us/human-resources/equal-opportunity.php>

Prohibition of Harassment

Sierra College Administrative Procedure - AP 3430

Discrimination and Harassment Investigations

Sierra College Administrative Procedure - AP 3435

Plan Component 7: Notification to District Employees

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of the District's Equal Employment Opportunity statement (5 CCR section 53022) and the *Plan*. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, the President/Superintendent, administrators, the academic and classified senate leadership, union representatives and members of District EEO Advisory Committee. The *Plan* will be available on the District's website, and when appropriate, may be distributed via e-mail. The statement and/or components of the *Plan* will be incorporated into any applicable trainings, as feasible. The Human Resources Department will provide all new employees, via email, with a copy of the written notice described above when they commence their employment with the District. The website, onboarding, and any other materials will emphasize the importance of the employee's participation and responsibility in ensuring the *Plan*'s implementation and reference the District's website where a printable version of the *Plan* is accessible.

Plan Component 8: Screening and Hiring Trainings

Section 53024 (e) provides that, "screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants." To the extent possible, constituent groups tasked with appointing committee

members will incorporate diversity, equity, and inclusion into their appointment criteria. If additional diversity is needed on a committee, the EEO Officer may seek to remedy in conjunction with the appointing parties and/or hiring chair. Additionally, to infuse nondiscrimination and equity into hiring processes, the training(s) below are required.

1. *Equal Employment Opportunity (EEO) Representative Training for Screening/Selection Committees*

In order to serve as the Equal Employment Opportunity Representative (“EEO Representative”) in the recruitment and screening/selection of personnel, individuals must receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District’s *Plan*; the District’s policies on nondiscrimination, recruitment, and hiring; principles of equity and inclusion; the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to receive training within the twelve (12) months prior to service on a screening/selection committee. This training is mandatory; individuals who have not received this training will not be allowed to serve as an EEO Representative on screening/selection committees. The EEO Officer, and/or Human Resources Office are responsible for providing the required training. The EEO Officer will determine which professional development opportunities would allow EEO Representatives to continue in this role, including Lunch and Learns, EEO retreats, etc.

The EEO Representative must also complete the training outlined below.

2. *Training for Individuals on Screening/Selection Committees*

Any individual acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the District’s *Plan*. This provision includes any individuals who are not employees of the District but are acting on behalf of the District. In accordance with Title 5, section [53003\(c\)\(6\)](#), screening/selection committee members must be trained at a minimal on:

- The requirements of Title 5 and of state and federal nondiscrimination laws;
- The educational benefits of workforce diversity;
- The elimination of bias in hiring decisions; and
- Best practices in serving on a selection or screening committee.

The District has established a practice that equity training must be updated every two (2) years after the committee member’s initial training. A tracking database has been established to track and monitor individuals who have been equity trained and is shared with the appropriate constituent groups as it is updated.

3. *Hiring Chair Training*

In addition to the successful completion of the training outlined above, the hiring chair must generally complete a training every two (2) years that includes at a minimum:

- Equity in the hiring process;
- Best practices;
- Hiring chair responsibilities;
- Facilitating communication;
- Utilizing an equity mindset throughout the recruitment and hiring process; and
- Title 5, Section 5300 et. seq.
- Or comparable training as designated by the Human Resources Department

Plan Component 9: Annual Written Notice to Community Organization

The EEO Officer shall pursue a genuine and deliberate effort to distribute an annual written notice to appropriate community-based and professional organizations concerning this *Plan*. The notice will inform these organizations that they may obtain a copy of the *Plan* and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan* as an attachment, to the extent possible. The notice will also include the Human Resources website address where the District advertises its job openings. The District will pursue a genuine and deliberate effort to actively seek to reach those institutions, organizations, and agencies that may be recruitment resources, especially for underrepresented populations.

Plan Component 10: Analysis of District Workforce and Applicant Pool

Section 53003(c)(8) requires that district EEO Plans provide a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored group status in each job category to determine whether additional diversification measures are required, and to implement and evaluate the effectiveness of those measures.

The Human Resources Department will annually collect the District's workforce composition and shall monitor applicants for employment (from initial applicant pool, qualified pool, those selected for first round of interviews, those selected for final interviews, and those selected for hire) on an ongoing basis to evaluate the District's progress in implementing the *Plan*, to provide data needed for the reports required by this *Plan* and to determine whether any monitored group is underrepresented. Monitored groups are individuals who identify as male, female, non-binary, American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, Black/African American, Hispanic/Latin(o)(a)(e)(x), Filipino, Two or More Races, Caucasian or White, and persons with disabilities. Additionally, the District is exploring the option of providing gender identity, gender expression and sexual orientation as a self-identification category as permitted by law.

Each applicant or employee will be provided the opportunity to voluntarily identify their gender (including non-binary options), ethnic group identification and, if applicable, their disability [[Title](#)

[5, section 53023\(a\)](#)]. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrators(s). The District will annually report to the CCC Chancellor's Office the results of its annual survey of employees.

The *Plan* will be reviewed annually, and, if necessary, revised based on an analysis of the ethnic group identification, gender, and/or disability composition of existing staff and/or of those who have applied for employment in each of the following identified job categories:

- 1) Executive/Administrative/Managerial
- 2) Professional Non-faculty
- 3) Secretarial/Clerical
- 4) Technical and Paraprofessional
- 5) Skilled Crafts
- 6) Service Maintenance
- 7) Faculty and other Instructional Staff

The analysis of the District's current workforce and most recent applicant pools are reported and analyzed in the tables and charts below (**and within Plan Component 11: Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories**).

The following is an analysis of the District's workforce for fiscal years 2018, 2019, 2020, 2021 and 2022. For district relevancy, and in order to assess for adverse impact or underrepresentation, this workforce analysis is based on race/ethnicity and gender for the College's overall workforce, as well as broken down by the following four job categories: Administrators, Full-time Faculty, Classified and Part-time faculty. A comparison of employee ethnicity data to student and community ethnicity data is also included that is reflective of 2022. A job applicant pool analysis for fiscal years 2020-2021, 2021-2022 and 2022-2023 is also provided.

Please note that currently our District does not have any employees that fall under the professional (non-faculty) category, as defined by [CCCCO](#).

1. *Sierra College's Workforce Data*

a. *Employee Headcount by Age (2018-2022)*

The data below demonstrates that there has been a slight increase in the number of employees in the tenured/tenure-track faculty, classified professional, and educational administrator constituent groups over the past four years. Overall, the age of our workforce has remained fairly consistent between 2018-2022.

		2018		2019		2020		2021		2022	
		Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Academic, Temporary	18 to 34	75	10%	92	12%	76	13%	61	11%	54	9%
	35 to 39	72	10%	79	11%	69	11%	57	10%	70	12%
	40 to 44	96	13%	96	13%	87	14%	74	13%	75	13%
	45 to 49	102	14%	95	13%	73	12%	76	14%	86	15%
	50 to 54	87	12%	83	11%	77	13%	65	12%	73	12%
	55 to 59	100	14%	106	14%	83	14%	78	14%	76	13%
	60 to 64	71	10%	71	10%	61	10%	66	12%	73	12%
	65 to 69	64	9%	59	8%	39	6%	41	7%	40	7%
	70+	62	9%	61	8%	37	6%	42	8%	46	8%
Academic, Temporary Total		729	58%	742	58%	602	53%	560	51%	593	52%
Academic, Tenured/Tenure Track	18 to 34	10	5%	11	5%	14	6%	10	4%	8	4%
	35 to 39	24	11%	20	9%	18	8%	25	10%	21	9%
	40 to 44	35	16%	45	20%	42	19%	40	17%	36	16%
	45 to 49	45	20%	48	21%	52	23%	47	20%	44	19%
	50 to 54	37	17%	31	13%	35	15%	45	19%	51	22%
	55 to 59	17	8%	23	10%	23	10%	22	9%	26	11%
	60 to 64	19	9%	18	8%	14	6%	15	6%	15	7%
	65 to 69	21	9%	19	8%	19	8%	22	9%	16	7%
	70+	13	6%	13	6%	10	4%	11	5%	8	4%
	70+	1	0%	2	1%		0%	3	1%	2	1%
Academic, Tenured/Tenure Track Total		222	18%	230	18%	227	20%	240	22%	227	20%
Classified	18 to 34	53	19%	52	18%	48	17%	44	16%	61	21%
	35 to 39	33	12%	37	13%	44	16%	40	14%	34	12%
	40 to 44	35	12%	37	13%	35	12%	42	15%	46	16%
	45 to 49	31	11%	26	9%	27	10%	26	9%	32	11%
	50 to 54	42	15%	46	16%	47	17%	41	15%	35	12%
	55 to 59	22	8%	28	10%	29	10%	24	9%	19	7%
	60 to 64	24	8%	22	8%	21	7%	21	8%	24	8%
	65 to 69	30	11%	25	9%	23	8%	32	11%	28	10%
	70+	11	4%	12	4%	7	2%	4	1%	7	2%
	70+	4	1%	2	1%	1	0%	5	2%	4	1%
Classified Total		285	23%	287	22%	282	25%	279	25%	290	25%
Educational Administrator	18 to 34	1	4%	2	7%	1	4%	2	8%	2	7%
	35 to 39	1	4%	2	7%	3	11%	2	8%	4	13%
	40 to 44	3	13%	3	10%	4	14%	3	12%	3	10%
	45 to 49	5	21%	6	21%	5	18%	3	12%	3	10%
	50 to 54	6	25%	6	21%	6	21%	8	31%	10	33%
	55 to 59	4	17%	4	14%	3	11%	4	15%	5	17%
	60 to 64		0%		0%		0%		0%	1	3%
	70+	4	17%	6	21%	6	21%	4	15%	1	3%
Educational Administrator Total		24	2%	29	2%	28	2%	26	2%	30	3%

b. *Race/Ethnicity Demographic Workforce Data by Constituent Group (2018-2022)*

The workforce data below represents employees in each constituent group [e.g., academic (faculty), classified, and educational administrator] by race/ethnicity over the past five years, and in comparison, to our student and community (Rocklin, California) population.

		2018		2019		2020		2021		2022		2022	2022	% Change
		Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Students	Community	Since 2019
Academic, Temporary	African-American	19	3%	24	3%	18	3%	18	3%	16	3%	3.0%	1.8%	-0.54%
	American Indian/Alaskan Native	3	0%	2	0%		0%		0%		0%	0.6%	4.0%	-0.27%
	Asian	22	3%	29	4%	29	5%	23	4%	27	5%	8.7%	11.1%	0.64%
	Hispanic	55	8%	67	9%	50	8%	45	8%	51	9%	21.3%	12.9%	3.87%
	Multi-Ethnicity	6	1%	7	1%	9	1%	7	1%	7	1%	7.4%	9.7%	0.24%
	Pacific Islander		0%		0%		0%	1	0%	1	0%	5.0%	2.0%	0.17%
	Unknown	131	18%	117	16%	96	16%	95	17%	81	14%	1.8%	NR	-2.29%
	White Non-Hispanic	493	68%	496	67%	400	66%	371	66%	410	69%	56.6%	66.6%	2.29%
Academic, Temporary Total		729	58%	742	58%	602	53%	560	51%	593	52%			
Academic, Tenured/Tenure Track	African-American	7	3%	8	3%	8	4%	10	4%	6	3%	3.0%	1.8%	-0.84%
	American Indian/Alaskan Native	1	0%	2	1%	2	1%	4	2%	4	2%	0.6%	4.0%	0.89%
	Asian	13	6%	12	5%	13	6%	13	5%	12	5%	8.7%	11.1%	0.07%
	Hispanic	12	5%	16	7%	19	8%	25	10%	23	10%	21.3%	12.9%	3.18%
	Multi-Ethnicity	4	2%	3	1%	3	1%	5	2%	6	3%	7.4%	9.7%	1.34%
	Pacific Islander	1	0%	1	0%	1	0%	1	0%	1	0%	5.0%	2.0%	0.01%
	Unknown	22	10%	19	8%	19	8%	18	8%	20	9%	1.8%	NR	0.55%
	White Non-Hispanic	162	73%	169	73%	162	71%	164	68%	155	68%	56.6%	66.6%	-5.20%
Academic, Tenured/Tenure Track Total		222	18%	230	18%	227	20%	240	22%	227	20%			
Classified	African-American	4	1%	4	1%	5	2%	5	2%	7	2%	3.0%	1.8%	1.02%
	American Indian/Alaskan Native	2	1%	3	1%	3	1%	4	1%	4	1%	0.6%	4.0%	0.33%
	Asian	15	5%	15	5%	15	5%	13	5%	15	5%	8.7%	11.1%	-0.05%
	Hispanic	33	12%	32	11%	33	12%	36	13%	44	15%	21.3%	12.9%	4.02%
	Multi-Ethnicity	8	3%	7	2%	8	3%	7	3%	5	2%	7.4%	9.7%	-0.71%
	Pacific Islander		0%		0%	1	0%	1	0%		0%	5.0%	2.0%	0.00%
	Unknown	27	9%	29	10%	29	10%	34	12%	24	8%	1.8%	NR	-1.83%
	White Non-Hispanic	196	69%	197	69%	188	67%	179	64%	191	66%	56.6%	66.6%	-2.78%
Classified Total		285	23%	287	22%	282	25%	279	25%	290	25%			
Educational Administrator	African-American	1	4%	2	7%	1	4%	1	4%	3	10%	3.0%	1.8%	3.10%
	American Indian/Alaskan Native		0%		0%		0%		0%	1	3%	0.6%	4.0%	3.33%
	Asian	1	4%	1	3%	1	4%	1	4%	2	7%	8.7%	11.1%	3.22%
	Hispanic	1	4%	1	3%	1	4%	2	8%	3	10%	21.3%	12.9%	6.55%
	Multi-Ethnicity		0%		0%		0%	1	4%		0%	7.4%	9.7%	0.00%
	Pacific Islander		0%	1	3%	2	7%		0%		0%	5.0%	2.0%	-3.45%
	Unknown	1	4%	2	7%	2	7%		0%	1	3%	1.8%	NR	-3.56%
	White Non-Hispanic	20	83%	22	76%	21	75%	21	81%	20	67%	56.6%	66.6%	-9.20%
Educational Administrator Total		24	2%	29	2%	28	2%	26	2%	30	3%			

*NR = Not Reported

**If an ethnic category is not listed under a job category, it is because there is insufficient data to statistically report this data. The EEO Advisory Committee will have some intentional dialogue surrounding any underrepresentation across job categories.

c. *Race/Ethnicity Demographic Workforce Data by Skill/Job Category (2018-2022)*

The data below demonstrates underrepresentation by job skill. Underrepresentation analysis is based off of the 80% rule comparing the workforce with projected representation of the student population. Under the job skill of **clerical/secretarial**, underrepresentation exists for our **Asian, Black/African-American, Hispanic, Multi-Race, and Pacific Islander** workforce. For **Executive/Administrative/Managerial** job classifications, underrepresentation exists for our **Asian, Filipino, Hispanic, and Pacific Islander** workforce. For **Faculty/Instructional** positions, underrepresentation exists for our **Asian, Hispanic, Multi-Race and Pacific Islander** workforce.

		2019		2020		2021		2022		2022	2022	% Change	%
		Headcount	%	Headcount	%	Headcount	%	Headcount	%	Students	Community	Since 2019	Representation
Clerical/Secretarial	American Indian/Alaskan Native	3	1.5%	3	1.5%	3	1.4%	3	1.4%	0.6%	0.4%	-0.1%	239.2%
	Asian	4	2.0%	4	2.0%	4	1.9%	4	1.9%	8.7%	11.1%	-0.1%	22.0%
	Black/African American	3	1.5%	3	1.5%	3	1.4%	3	1.4%	3.0%	1.8%	-0.1%	47.8%
	Filipino	3	1.5%	3	1.5%	3	1.4%	3	1.4%	0.6%	NR	-0.1%	239.2%
	Hispanic	17	8.5%	18	8.9%	19	9.2%	20	9.6%	21.3%	13.9%	1.0%	44.9%
	Multi-Race	12	6.0%	12	5.9%	12	5.8%	12	5.7%	7.4%	9.7%	-0.3%	77.6%
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5.0%	0.2%	0.0%	0.0%
	Unknown/Decline to State	8	4.0%	8	4.0%	10	4.8%	11	5.3%	1.8%	NR	1.2%	292.4%
	White	148	74.4%	150	74.3%	152	73.4%	152	72.7%	56.6%	66.6%	-1.6%	128.5%
Did not disclose race/ethnicity		1	0.5%	1	0.5%	1	0.5%	1	0.5%	0.6%	NR	0.0%	79.7%
Clerical/Secretarial Total		199	13.1%	202	13.1%	207	13.2%	209	13%				
Exec/Admin and Managerial	American Indian/Alaskan Native	1	1.0%	1	0.9%	1	0.9%	1	0.9%	0.6%	0.4%	-0.1%	148.8%
	Asian	2	1.9%	2	1.9%	2	1.8%	2	1.8%	8.7%	11.1%	-0.1%	20.5%
	Black/African American	7	6.7%	7	6.5%	7	6.4%	7	6.3%	3.0%	1.8%	-0.5%	208.3%
	Filipino	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.6%	NR	0.0%	0.0%
	Hispanic	4	3.8%	4	3.7%	4	3.6%	4	3.6%	21.3%	13.9%	-0.3%	16.8%
	Multi-Race	6	5.8%	6	5.6%	7	6.4%	7	6.3%	7.4%	9.7%	0.5%	84.5%
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5.0%	0.2%	0.0%	0.0%
	Unknown/Decline to State	7	6.7%	7	6.5%	7	6.4%	7	6.3%	1.8%	NR	-0.5%	347.2%
	White	77	74.0%	80	74.8%	82	74.5%	84	75.0%	56.6%	66.6%	1.0%	132.5%
Exec/Admin and Managerial Total		104	6.8%	107	7.0%	110	7.0%	112	7.1%				
Faculty-Credit-Classroom Instr Total	American Indian/Alaskan Native	12	1.1%	12	1.1%	12	1.0%	12	1.0%	0.6%	0.4%	0.0%	172.3%
	Asian	53	4.7%	53	4.7%	55	4.8%	55	4.7%	8.7%	11.1%	0.0%	54.5%
	Black/African American	33	2.9%	33	2.9%	35	3.0%	35	3.0%	3.0%	1.8%	0.1%	100.5%
	Filipino	6	0.5%	6	0.5%	6	0.5%	6	0.5%	0.6%	NR	0.0%	86.1%
	Hispanic	59	5.2%	59	5.2%	60	5.2%	61	5.3%	21.3%	13.9%	0.0%	24.7%
	Multi-Race	42	3.7%	42	3.7%	43	3.7%	43	3.7%	7.4%	9.7%	0.0%	50.1%
	Pacific Islander	3	0.3%	3	0.3%	3	0.3%	3	0.3%	5.0%	0.2%	0.0%	5.2%
	Unknown/Decline to State	135	12.0%	135	11.9%	136	11.8%	137	11.8%	1.8%	NR	-0.2%	655.6%
	White	779	69.1%	782	69.1%	800	69.2%	803	69.2%	56.6%	66.6%	0.1%	122.2%
Did not disclose race/ethnicity		6	0.5%	6	0.5%	6	0.5%	6	0.5%	0.6%	NR	0.0%	86.1%

For **Service/Maintenance** positions, underrepresentation exists for the **Asian, Black/African-American, Hispanic, Multi-Race, and Pacific Islander** workforce. For **Skilled Crafts** job category, underrepresentation exists for the **Asian, Filipino, Hispanic, and Multi-race** workforce. Finally, for **Technical/Paraprofessional** positions, underrepresentation exists for the **Black/African-American, Hispanic and Pacific Islander** workforce.

Faculty-Credit-Classroom Instr Total		1128	74.1%	1131	73.6%	1156	73.5%	1161	73.2%				
Service/Maintenance	American Indian/Alaskan Native	2	4.5%	2	4.2%	2	4.2%	2	4.0%	0.6%	0.4%	-0.5%	666.7%
	Asian	0	0.0%	1	2.1%	1	2.1%	1	2.0%	8.7%	11.1%	2.0%	23.0%
	Black/African American	1	2.3%	1	2.1%	1	2.1%	1	2.0%	3.0%	1.8%	-0.3%	66.7%
	Filipino	1	2.3%	1	2.1%	1	2.1%	1	2.0%	0.6%	NR	-0.3%	333.3%
	Hispanic	5	11.4%	5	10.4%	5	10.4%	6	12.0%	21.3%	13.9%	0.6%	56.3%
	Multi-Race	2	4.5%	2	4.2%	2	4.2%	2	4.0%	7.4%	9.7%	-0.5%	54.1%
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5.0%	0.2%	0.0%	0.0%
	Unknown/Decline to State	6	13.6%	8	16.7%	8	16.7%	8	16.0%	1.8%	NR	2.4%	888.9%
White		27	61.4%	28	58.3%	28	58.3%	29	58.0%	56.6%	66.6%	-3.4%	102.5%
Service/Maintenance Total		44	2.9%	48	3.1%	48	3.1%	50	3.2%				
Skilled Crafts	American Indian/Alaskan Native	2	11.1%	2	10.0%	2	9.5%	2	9.1%	0.6%	0.4%	-2.0%	1515.2%
	Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8.7%	11.1%	0.0%	0.0%
	Black/African American	1	5.6%	1	5.0%	1	4.8%	1	4.5%	3.0%	1.8%	-1.0%	151.5%
	Fillipino	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.6%	NR	0.0%	0.0%
	Hispanic	1	5.6%	1	5.0%	2	9.5%	3	13.6%	21.3%	13.9%	8.1%	64.0%
	Multi-Race	1	5.6%	1	5.0%	1	4.8%	1	4.5%	7.4%	9.7%	-1.0%	61.4%
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%		5.8%	5.0%	0.2%	5.8%	115.4%
	Unknown/Decline to State	0	0.0%	0	0.0%	0	0.0%		5.8%	1.8%	NR	5.8%	320.5%
White		13	72.2%	15	75.0%	15	71.4%	15	68.2%	56.6%	66.6%	-4.0%	120.5%
Skilled Crafts Total		18	1.2%	20	1.3%	21	1.3%	22	1.4%				
Technical/Paraprofessional	American Indian/Alaskan Native	1	0.8%	1	0.8%	1	0.8%	1	0.8%	0.6%	0.4%	0.0%	133.3%
	Asian	9	7.6%	10	8.3%	11	8.9%	11	8.8%	8.7%	11.1%	1.2%	101.1%
	Black/African American	1	0.8%	1	0.8%	1	0.8%	1	0.8%	3.0%	1.8%	0.0%	26.7%
	Filipino	4	3.4%	4	3.3%	4	3.3%	5	4.0%	0.6%	NR	0.6%	666.7%
	Hispanic	2	1.7%	2	1.7%	2	1.6%	2	1.6%	21.3%	13.9%	-0.1%	7.5%
	Multi-Race	7	5.9%	7	5.8%	8	6.5%	8	6.4%	7.4%	9.7%	0.5%	86.5%
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5.0%	0.2%	0.0%	0.0%
	Unknown/Decline to State	10	8.5%	10	8.3%	10	8.1%	10	8.0%	1.8%	NR	-0.5%	444.4%
White		84	71.2%	85	70.8%	86	69.9%	87	69.6%	56.6%	66.6%	-1.6%	123.0%
Technical/Paraprofessional Total		118	7.7%	120	7.8%	123	7.8%	125	7.9%				
Grand Total		1523		1537		1573		1585					

d. *Overall Underrepresentation by Campus Service Area and Constituent Group (2022)*

When reviewing underrepresentation based on the areas the District serves, for **Faculty**, underrepresentation exists for the **Asian, Hispanic, Multi-Race and Native Hawaiian/Pacific Islander** workforce. For **Staff**, underrepresentation exists for the **Black/African-American, Asian, Hispanic, Multi-Race, and Native Hawaiian/Pacific Islander** workforce. For **Educational Administrators**, underrepresentation exists for the **Hispanic, Multi-Race, and Native Hawaiian/Pacific Islander** workforce.

Demogrpahic Group	United States	Service Area - California (2022)					Sierra College (2022)								
		Sacramento County	Nevada County	Placer County	Roseville city	Rocklin city	Students	Tenure(d) Faculty		Temp Faculty		Staff		Ed. Admin.	
								%	UR	%	UR	%	UR	%	UR
Black or African American alone, percent	13.6%	10.8%	0.7%	2.2%	2.0%	1.8%	3.0%	3.0%	100%	3.0%	100%	2.0%	67%	10.0%	333%
American Indian and Alaska Native alone, percent	1.3%	1.6%	1.3%	1.1%	0.4%	0.4%	0.6%	2.0%	333%	0.0%	0%	1.0%	167%	3.0%	500%
Asian alone, percent	6.3%	18.3%	1.7%	9.7%	11.9%	11.1%	8.7%	5.0%	57%	5.0%	57%	5.0%	57%	7.0%	80%
Hispanic or Latino, percent	19.1%	24.5%	10.4%	15.5%	15.8%	13.9%	21.3%	10.0%	47%	9.0%	42%	15.0%	70%	10.0%	47%
Two or More Races, percent	3.0%	7.1%	3.5%	5.1%	8.9%	9.7%	7.4%	3.0%	41%	1.0%	14%	2.0%	27%	0.0%	0%
Native Hawaiian and Other Pacific Islander alone, percent	0.3%	1.3%	0.2%	0.3%	0.3%	0.2%	5.0%	0.0%	0.0%	0.0%	0%	0.0%	0%	0.0%	0%
Unknown	NA	NA	NA	NA	NA	NA	1.8%	9.0%	500%	14.0%	778%	8.0%	444%	3.0%	167%
White alone, not Hispanic or Latino, percent	58.90%	41.40%	83.60%	68.40%	65.20%	66.60%	56.6%	68.0%	120%	69.0%	122%	66.0%	117%	67.0%	118%

e. *Workforce Availability Data*

In reviewing workforce availability data by the U.S. Census Bureau for the Sacramento region, there is underrepresentation of our workforce for **Faculty** who identify as **Black/African-American, Asian, and Native Hawaiian/Pacific Islander**; **Part-Time Faculty** who identify as **Black/African-American, American Indian/Alaska Native, Asian, and Native Hawaiian/Pacific Islander**; **Staff** who identify as **Black/African-American, Asian, and Native Hawaiian/Pacific Islander**; and **Educational Administrators** who identify as **Asian and Native Hawaiian/Pacific Islander**.

Workforce Availability EEO Census Data Sacramento Region			Sierra College (2022)								
				Tenure(d) Faculty		Temp Faculty		Staff		Ed. Admin.	
				%	UR	%	UR	%	UR	%	UR
Hispanic or Latino (including multi-racial)	955	8.7%	21.3%	10.0%	114.9%	9.0%	103.4%	15.0%	172.4%	10.0%	114.9%
White alone	7,395	67.1%	56.6%	68.0%	101.3%	69.0%	102.8%	66.0%	98.4%	67.0%	99.9%
Black or African American alone	520	4.7%	3.0%	3.0%	63.8%	3.0%	63.8%	2.0%	42.6%	10.0%	212.8%
American Indian /Alaska Native alone	30	0.3%	0.6%	2.0%	671.3%	0.0%	0.0%	1.0%	335.7%	3.0%	1007.0%
Asian alone	1,760	16.0%	8.7%	5.0%	31.3%	5.0%	31.3%	5.0%	31.3%	7.0%	43.8%
Native Hawaiian /Pacific Islander alone	20	0.2%	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Balance of not Hispanic or Latino	345	3.1%	NA	NA		NA		NA		NA	

f. *Overall Gender Workforce Data by Constituent Group (2018-2022)*

There is not any underrepresentation as it relates to gender when reviewed by constituent group.

		2018		2019		2020		2021		2022		2022	2022	% Change
		Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Students	Community	Since 2019
Academic, Temporary	Female	341	47%	372	50%	313	52%	303	54%	291	49%	55%	51%	-1.06%
	Male	388	53%	370	50%	288	48%	255	46%	298	50%	42%	50%	0.39%
	Non-Binary		0%		0%	1	0%	2	0%	4	1%	3%	NR	0.67%
Academic, Temporary Total		729	58%	742	58%	602	53%	560	51%	593	52%			
Academic, Tenured/Tenure Track	Female	136	61%	141	61%	139	61%	145	60%	139	61%	55%	51%	-0.07%
	Male	86	39%	89	39%	88	39%	95	40%	88	39%	2%	50%	0.07%
Academic, Tenured/Tenure Track Total		222	18%	230	18%	227	20%	240	22%	227	20%			
Classified	Female	168	59%	168	59%	169	60%	161	58%	168	58%	55%	51%	-0.61%
	Male	117	41%	119	41%	113	40%	117	42%	120	41%	43%	50%	-0.08%
	Non-Binary		0%		0%		0%	1	0%	2	1%	3%	NR	0.69%
Classified Total		285	23%	287	22%	282	25%	279	25%	290	25%			
Educational Administrator	Female	15	63%	18	62%	17	61%	15	58%	17	57%	55%	51%	-5.40%
	Male	9	38%	11	38%	11	39%	11	42%	13	43%	42%	50%	5.40%
Educational Administrator Total		24	2%	29	2%	28	2%	26	2%	30	3%			

**NR = Not Reported*

****If an ethnic category is not listed under a job category, it is because there is insufficient data to statistically report this data. The EEO Advisory Committee will have some intentional dialogue surrounding any underrepresentation across job categories.**

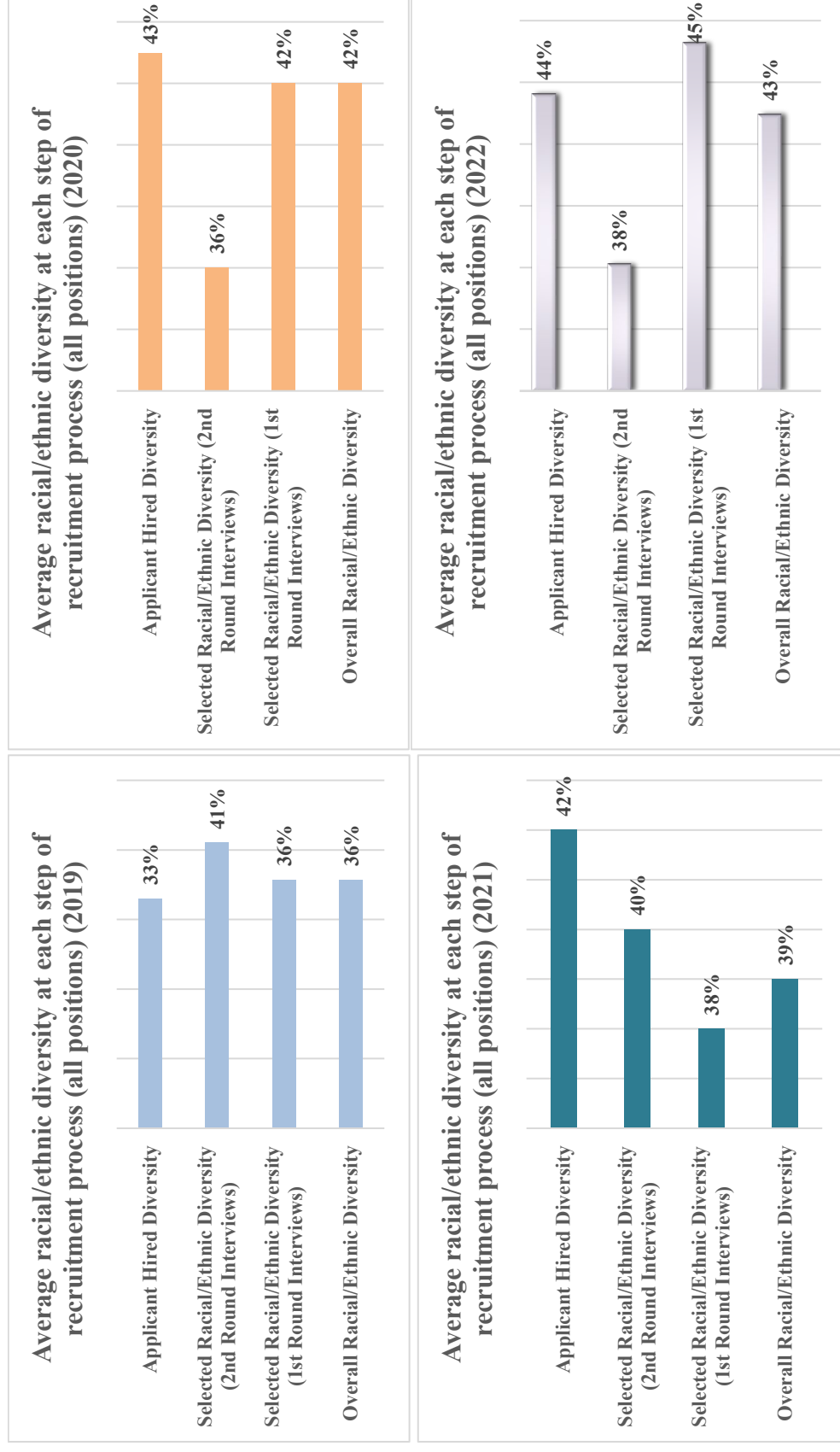
g. *Gender Workforce Data by Job Skill/Category (2019-2022)*

In reviewing the gender data by job skill/category, underrepresentation exists for the **male-identifying and non-binary** workforce under the **Clerical/Secretarial** skill. Across **all job skills**, underrepresentation exists for our **non-binary** workforce in comparison to our student population. Underrepresentation exists for our **female-identifying** workforce in the job skills of **service/maintenance and skilled crafts**.

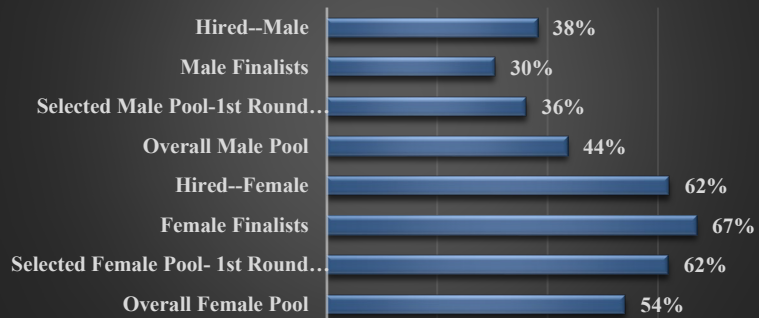
Gender Identity by Job Skill Group		2019		2020		2021		2022		2022	2022	% Change	%
		Headcount	%	Headcount	%	Headcount	%	Headcount	%	Students	Community	Since 2019	Representation
Clerical/Secretarial	Female	162	81%	164	81%	169	82%	171	82%	55%	51%	0.4%	148.8%
	Male	36	18%	37	18%	37	18%	37	18%	42%	50%	-0.4%	42.2%
	Non-Binary	1	0.5%	1	0.5%	1	0.5%	1	0.5%	3%	NR	0.0%	15.9%
Clerical/Secretarial Total		199		202		207		209					
Exec/Admin and Managerial	Female	53	51%	55	51%	58	53%	60	54%	55%	51%	2.6%	97.4%
	Male	50	48%	51	48%	51	46%	51	46%	42%	50%	-2.5%	108.4%
	Non-Binary	1	1.0%	1	1%	1	0.9%	1	0.9%	3%	NR	-0.1%	29.8%
Exec/Admin and Managerial Total		104		107		110		112					
Faculty-Credit-Classroom Instr	Female	582	52%	584	52%	601	52%	605	52%	55%	51%	0.5%	94.7%
	Male	541	48%	542	48%	550	48%	551	47%	42%	50%	-0.5%	113.0%
	Non-Binary	5	0.4%	5	0.4%	5	0.4%	5	0.4%	3%	NR	0.0%	14.4%
Faculty-Credit-Classroom Instr Total		1128		1131		1156		1161					
Service/Maintenance	Female	8	18%	8	17%	8	17%	9	18%	55%	51%	-0.2%	32.7%
	Male	36	82%	40	83%	40	83%	41	82%	42%	50%	0.2%	195.2%
	Non-Binary	0	0%	0	0%	0	0%	0	0%	3%	NR	0.0%	0.0%
Service/Maintenance Total		44		48		48		50					
Skilled Crafts	Female	2	11%	3	15%	3	14%	4	18%	55%	51%	7.1%	33.1%
	Male	16	89%	17	85%	18	86%	18	82%	42%	50%	-7.1%	194.8%
	Non-Binary	0	0%	0	0%	0	0%	0	0%	3%	NR	0.0%	0.0%
Skilled Crafts Total		18		20		21		22					
Technical/Paraprofessional	Female	57	48%	59	49%	61	50%	61	49%	55%	51%	0.5%	88.7%
	Male	61	52%	61	51%	62	50%	64	51%	42%	50%	-0.5%	121.9%
	Non-Binary	0	0%	0	0%	0	0%	0	0%	3%	NR	0.0%	0.0%
Technical/Paraprofessional Total		118		120		123		125					
Grand Total		1523		1537		1573		1585					

2. *Sierra College's Applicant data*

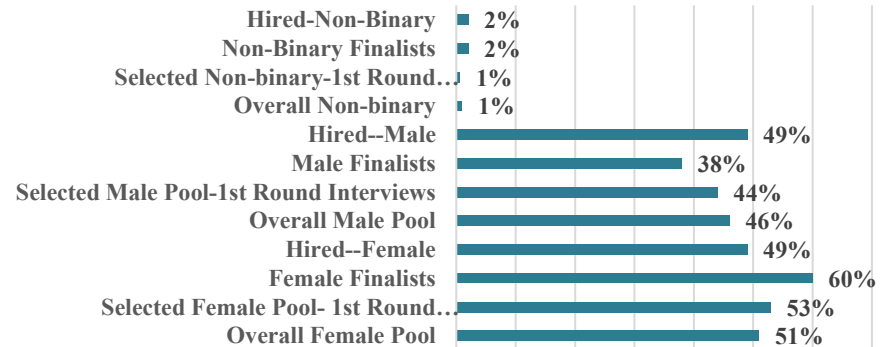
This data represents 47 total recruitments in 2019, 55 in 2020, 59 in 2021, and 88 in 2022. The data reflects open, full-time recruitments. The District has remained fairly consistent, on average, between racially/ethnically diverse applicants who apply and those hired. On the other hand, the District has had a trend of hiring more female-identifying applicants, on average, in comparison to those who apply for our positions.



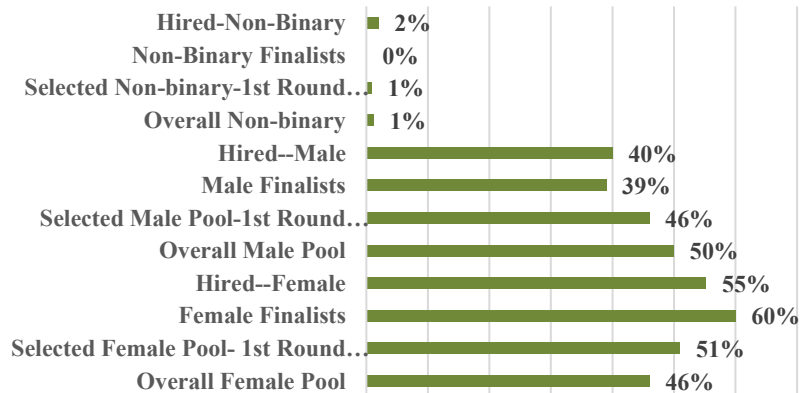
Average gender makeup at each step of recruitment process (all positions) (2019)



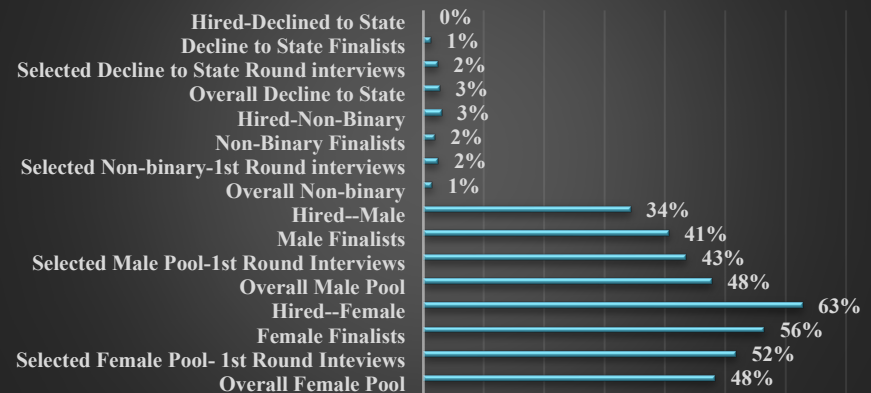
Average gender makeup at each step of recruitment process (all positions) (2020)



Average gender makeup at each step of recruitment process (all positions) (2021)



Average gender makeup at each step of recruitment process (all positions) (2022)



3. *Adverse Impact and Underrepresentation of Applicant Pools (2022)*

Currently, our applicant data is broken out by constituent groups (e.g., Classified, Faculty, and Management). When it comes to applications received, an underrepresentation analysis was conducted (as seen below). The red highlights under the application received column identify underrepresentation of applicants compared to our student population. Across the rows, the red highlights demonstrate adverse impact between each step of the recruitment process. Similar to underrepresentation analysis, adverse impact is calculated based on the 80% rule, meaning that less than 20% of applicants based on their race/ethnicity advanced to the next step of the recruitment process.

In reviewing the data, for **Classified** positions, adverse impact occurred at one or more steps of the recruitment process for applicants who identify as **American Indian/Alaska Native, Black/African-American, Filipino, and Middle Eastern/North African**.

In reviewing the data for Faculty positions, adverse impact occurred at one or more steps in the recruitment process for applicants who identify as **Asian, Black/African-American, Middle Eastern/North African, Native Hawaiian/Pacific Islander, Two or More Races, and Other**.

In reviewing the data for **Management** positions, adverse impact occurred at one or more steps in the recruitment process for applicants who identify as **Asian, Hispanic/Latinx, Middle Eastern/North African, and Native Hawaiian/Pacific Islander**.

In reviewing the data for gender, there does not appear to be any adverse impact in our applicant pools.

Please see data below.

	Student Demog.	Application Received			Committee Review			First Round Interview			Second Interview			Position Offered		
		%	n	% Diff. Students	%	n	% from App. Pool	%	n	% from App. Pool	%	n	% from App. Pool	%	n	% from App. Pool
Classified																
American Indian or Alaska Native	6.0%	1.2%	22	-79.6%	1.3%	22	9.2%	1.4%	8	15.8%	0.5%	1	-55.8%	1.2%	1	-1.5%
Asian	8.7%	7.3%	132	-15.7%	7.3%	121	0.1%	6.9%	39	-5.9%	5.9%	11	-19.0%	7.2%	6	-1.5%
Black or African American	3.0%	4.2%	76	40.8%	4.4%	73	4.9%	3.4%	19	-20.4%	0.5%	1	-87.2%	2.4%	2	-43.0%
Decline to State	1.8%	4.5%	81	150.1%	4.3%	70	-5.6%	5.5%	31	21.9%	4.9%	9	8.0%	2.4%	2	-46.5%
Filipino	0.6%	2.2%	40	270.6%	2.2%	37	1.0%	1.8%	10	-20.4%	3.2%	6	45.9%	4.8%	4	116.7%
Hispanic or Latino/a/x	21.3%	10.2%	183	-52.2%	10.4%	171	2.1%	10.3%	58	0.9%	10.8%	20	6.3%	15.7%	13	54.0%
Middle Eastern or North African	NA	2.6%	46	NA	2.7%	44	4.5%	1.9%	11	-23.9%	0.5%	1	-78.9%	0.0%	0	-100.0%
Native Hawaiian or Other Pacific Islander	5.0%	0.6%	11	-87.8%	0.7%	11	9.2%	0.5%	3	-13.2%	0.5%	1	-11.6%	0.0%	0	-100.0%
Other	NA	2.0%	36	NA	1.9%	32	-2.9%	2.5%	14	23.8%	2.7%	5	35.1%	2.4%	2	20.4%
Two or More Races	7.4%	10.3%	185	39.0%	10.3%	169	-0.2%	11.2%	63	8.4%	10.3%	19	-0.1%	12.0%	10	17.2%
White or Caucasian	56.6%	53.5%	963	-5.4%	53.2%	877	-0.5%	53.8%	304	0.5%	59.5%	110	11.1%	51.8%	43	-3.2%
Did not disclose race/ethnicity	NA	1.3%	24	NA	1.2%	20	-9.0%	0.9%	5	-33.7%	0.5%	1	-59.5%	0.0%		-100.0%
Faculty																
American Indian or Alaska Native	6.0%	1.3%	17	-77.8%	1.4%	14	7.3%	1.8%	6	37.2%	1.1%	1	-19.4%	3.3%	1	150.0%
Asian	8.7%	14.0%	178	60.5%	13.6%	133	-2.7%	10.4%	34	-25.8%	10.8%	10	-23.0%	10.0%	3	-28.4%
Black or African American	3.0%	6.7%	86	124.8%	5.1%	50	-24.3%	5.2%	17	-23.2%	4.3%	4	-36.2%	6.7%	2	-1.2%
Decline to State	1.8%	6.9%	88	283.4%	7.5%	73	8.0%	4.6%	15	-33.7%	7.5%	7	9.1%	6.7%	2	-3.4%
Filipino	0.6%	1.2%	15	96.1%	1.5%	15	30.2%	2.1%	7	81.4%	1.1%	1	-8.6%	3.3%	1	183.3%
Hispanic or Latino/a/x	21.3%	11.8%	151	-44.4%	10.8%	106	-8.6%	12.8%	42	8.1%	15.1%	14	27.1%	16.7%	5	40.7%
Middle Eastern or North African	NA	2.5%	32	NA	2.3%	23	-6.4%	1.8%	6	-27.1%	0.0%	0	-100.0%	0.0%	0	-100.0%
Native Hawaiian or Other Pacific Islander	5.0%	0.2%	2	-96.9%	0.1%	1	-34.9%	0.0%	0	-100.0%	0.0%	0	-100.0%	0.0%	0	-100.0%
Other	NA	1.7%	22	NA	1.6%	16	-5.3%	2.1%	7	23.7%	2.2%	2	24.6%	0.0%	0	-100.0%
Two or More Races	7.4%	5.7%	73	-22.6%	6.1%	60	7.0%	5.8%	19	1.2%	4.3%	4	-24.9%	6.7%	2	16.4%
White or Caucasian	56.6%	46.3%	590	-18.2%	48.3%	473	4.4%	51.8%	170	12.0%	52.7%	49	13.9%	46.7%	14	0.8%
Did not disclose race/ethnicity	NA	1.6%	21	NA	1.5%	15	-7.0%	1.5%	5	-7.4%	1.1%	1	-34.7%	0.0%		-100.0%
Management																
American Indian or Alaska Native	6.0%	0.9%	10	-84.6%	0.9%	10	-0.6%	1.3%	4	36.5%	1.1%	1	20.6%	3.0%	1	228.8%
Asian	8.7%	5.5%	60	-36.4%	5.7%	62	2.7%	6.9%	22	25.1%	2.2%	2	-59.8%	3.0%	1	-45.2%
Black or African American	3.0%	11.9%	129	296.3%	11.9%	130	0.1%	14.2%	45	19.0%	13.3%	12	12.1%	15.2%	5	27.4%
Decline to State	1.8%	6.5%	70	258.4%	6.4%	70	-0.6%	5.0%	16	-22.0%	5.6%	5	-13.9%	6.1%	2	-6.1%
Filipino	0.6%	1.2%	13	99.7%	1.2%	13	-0.6%	1.6%	5	31.2%	1.1%	1	-7.3%	0.0%	0	-100.0%
Hispanic or Latino/a/x	21.3%	11.4%	124	-46.3%	11.3%	123	-1.4%	12.9%	41	12.8%	8.9%	8	-22.2%	0.0%	0	-100.0%
Middle Eastern or North African	NA	2.4%	26	NA	2.4%	26	-0.6%	1.6%	5	-34.4%	2.2%	2	-7.3%	3.0%	1	26.5%
Native Hawaiian or Other Pacific Islander	5.0%	0.2%	2	-96.3%	0.2%	2	-0.6%	0.3%	1	70.6%	0.0%	0	-100.0%	0.0%	0	-100.0%
Other	NA	2.2%	24	NA	2.2%	24	-0.6%	1.9%	6	-14.7%	5.6%	5	151.2%	3.0%	1	37.0%
Two or More Races	7.4%	7.6%	83	3.4%	7.6%	83	-0.6%	6.6%	21	-13.7%	10.0%	9	30.7%	9.1%	3	18.8%
White or Caucasian	56.6%	47.8%	519	-15.5%	47.9%	523	0.1%	47.2%	150	-1.4%	50.0%	45	4.5%	57.6%	19	20.4%
Did not disclose race/ethnicity	NA	2.3%	25	NA	2.4%	26	3.3%	0.6%	2	-72.7%	0.0%	0	-100.0%	0.0%	0	-100.0%

Gender Identity	Students	Application Received			Committee Review			First Round Interview			Second Interview			Position Offered		
		%	n	% Diff. Students	%	n	% Diff. App. Pool	%	n	% Diff. App. Pool	%	n	% Diff. App. Pool	%	n	% Diff. App. Pool
Female	55.0%	50.6%	2106	-7.9%	50.2%	1868	-0.8%	52.8%	639	4.2%	59.0%	217	16.5%	60.3%	88	19.0%
Male	42.0%	44.2%	1840	5.3%	44.4%	1650	0.3%	41.9%	507	-5.4%	36.7%	135	-17.1%	36.3%	53	-17.9%
Nonbinary/Decline to State	3.0%	1.2%	181	-59.1%	1.2%	171	0.0%	1.2%	58	0.0%	1.2%	15	0.0%	3.4%	15	179.3%
Did not answer question	NR	0.8%	32	NA	0.8%	29	NA	0.6%	7	NA	0.3%	1	NA	0.0%	0	NA

4. *Applicants' Race/Ethnicity Identification (2020-2023)*

The data below represents how applicants have moved through the recruitment process over a three-year period and the upward trends during this time period.

	Application Received		Committee Review		First Round Interview		Second Interview		Position Offered	
	%	n	%	n	%	n	%	n	%	n
2020 - 2021										
American Indian or Alaska Native	1.5%	20	1.6%	18	1.6%	6	1.8%	2	6.7%	2
Asian	10.3%	134	9.4%	105	6.3%	23	5.3%	6	6.7%	2
Black or African American	6.8%	88	5.7%	64	5.5%	20	6.1%	7	6.7%	2
Decline to State	5.9%	77	6.2%	69	4.4%	16	8.8%	10	13.3%	4
Filipino	1.7%	22	2.0%	22	1.4%	5	0.0%		0.0%	
Hispanic or Latino/a/x	12.2%	159	11.2%	125	14.2%	52	16.7%	19	20.0%	6
Middle Eastern or North African	2.2%	29	2.0%	22	1.6%	6	0.9%	1	0.0%	
Native Hawaiian or Other Pacific Islander	0.5%	6	0.5%	6	0.5%	2	0.9%	1	0.0%	
Other	2.0%	26	1.9%	21	2.2%	8	3.5%	4	3.3%	1
Two or More Races	6.3%	82	6.5%	73	5.8%	21	4.4%	5	6.7%	2
White or Caucasian	49.1%	638	51.3%	572	55.3%	202	50.9%	58	36.7%	11
(blank)	1.4%	18	1.6%	18	1.1%	4	0.9%	1	0.0%	
2021 - 2022										
American Indian or Alaska Native	1.1%	7	1.1%	7	1.8%	5	1.2%	1	2.8%	1
Asian	6.6%	44	6.4%	42	6.5%	18	7.0%	6	8.3%	3
Black or African American	9.9%	66	9.9%	65	9.1%	25	8.1%	7	8.3%	3
Decline to State	5.3%	35	5.5%	36	5.8%	16	3.5%	3	0.0%	
Filipino	2.0%	13	2.0%	13	1.8%	5	3.5%	3	5.6%	2
Hispanic or Latino/a/x	8.1%	54	8.2%	54	9.8%	27	9.3%	8	8.3%	3
Middle Eastern or North African	1.5%	10	1.4%	9	0.4%	1	0.0%		0.0%	
Native Hawaiian or Other Pacific Islander	0.3%	2	0.3%	2	0.4%	1	0.0%		0.0%	
Other	2.9%	19	2.7%	18	2.5%	7	3.5%	3	2.8%	1
Two or More Races	11.3%	75	11.5%	75	15.3%	42	14.0%	12	13.9%	5
White or Caucasian	49.0%	326	48.9%	320	45.8%	126	50.0%	43	50.0%	18
(blank)	2.1%	14	2.1%	14	0.7%	2	0.0%		0.0%	
2022 - 2023										
American Indian or Alaska Native	1.0%	22	1.1%	21	1.2%	7	0.0%		0.0%	
Asian	8.7%	192	8.7%	169	9.5%	54	6.5%	11	6.3%	5
Black or African American	6.2%	137	6.4%	124	6.3%	36	1.8%	3	5.0%	4
Decline to State	5.8%	127	5.5%	108	5.3%	30	4.8%	8	2.5%	2
Filipino	1.5%	33	1.5%	30	2.1%	12	3.0%	5	3.8%	3
Hispanic or Latino/a/x	11.2%	245	11.3%	221	10.9%	62	8.9%	15	11.3%	9
Middle Eastern or North African	3.0%	65	3.2%	62	2.6%	15	1.2%	2	1.3%	1
Native Hawaiian or Other Pacific Islander	0.3%	7	0.3%	6	0.2%	1	0.0%		0.0%	
Other	1.7%	37	1.7%	33	2.1%	12	3.0%	5	1.3%	1
Two or More Races	8.4%	184	8.4%	164	7.0%	40	8.9%	15	10.0%	8
White or Caucasian	50.5%	1108	50.4%	981	51.8%	296	61.3%	103	58.8%	47
(blank)	1.7%	38	1.5%	29	1.1%	6	0.6%	1	0.0%	

5. *Applicants' Dis/Ability Identification (2020-2023)*

	Application Received		Committee Review		First Round Interview		Second Interview		Position Offered	
	%	n	%	n	%	n	%	n	%	n
2020 - 2021										
No	80.1%	1041	79.4%	885	78.4%	286	71.1%	81	66.7%	20
No Answer	10.4%	135	10.9%	122	11.2%	41	14.0%	16	23.3%	7
Yes	9.5%	123	9.7%	108	10.4%	38	14.9%	17	10.0%	3
2021 - 2022										
No	76.2%	507	76.0%	498	78.2%	215	81.4%	70	80.6%	29
No Answer	12.8%	85	13.0%	85	13.1%	36	10.5%	9	2.8%	1
Yes	11.0%	73	11.0%	72	8.7%	24	8.1%	7	16.7%	6
2022 - 2023										
No	76.4%	1676	77.0%	1500	77.8%	444	81.0%	136	80.0%	64
No Answer	11.6%	254	11.0%	215	11.4%	65	10.7%	18	10.0%	8
Yes	12.1%	265	12.0%	233	10.9%	62	8.3%	14	10.0%	8

6. *Applicants' Gender Identification*

Gender Status by Year	Application Received		Committee Review		First Round Interview		Second Interview		Position Offered	
	%	n	%	n	%	n	%	n	%	n
2020 - 2021										
Female	51.7%	671	50.0%	558	55.9%	204	60.5%	69	46.7%	14
Male	42.6%	553	43.7%	487	39.5%	144	33.3%	38	46.7%	14
Nonbinary/Decline to State	5%	65	5%	60	4%	14	5%	6	7%	2
Did not answer question	0.8%	10	0.9%	10	0.8%	3	0.9%	1	0.0%	0
2021 - 2022										
Female	48.0%	319	48.9%	320	53.5%	147	62.8%	54	69.4%	25
Male	46.9%	312	46.0%	301	40.4%	111	34.9%	30	30.6%	11
Nonbinary/Decline to State	4%	28	4%	28	6%	16	2%	2	0%	0
Did not answer question	0.9%	6	0.9%	6	0.4%	1	0.0%		0.0%	0
2022 - 2023										
Female	50.8%	1116	50.8%	990	50.4%	288	56.0%	94	61.3%	49
Male	44.4%	975	44.3%	862	44.1%	252	39.9%	67	35.0%	28
Nonbinary/Decline to State	4%	88	4%	83	5%	28	4%	7	4%	3
Did not answer question	0.7%	16	0.7%	13	0.5%	3	0.0%		0.0%	0

7. *Availability Data of Diverse Applicants*

This data represents the number and percentage of applicants who self-identified in a racially/ethnically diverse category at each step of the recruitment process per year.

	Application Received		Committee Review		First Round Interview		Second Interview		Position Offered	
	%	n	%	n	%	n	%	n	%	n
2020 - 2021	47.0%	566	44.4%	456	41.4%	143	43.7%	45	57.7%	15
2021 - 2022	47.1%	290	47.1%	285	51.0%	131	48.2%	40	50.0%	18
2022 - 2023	45.4%	922	45.8%	830	44.7%	239	35.2%	56	39.7%	31

8. *Applicant Self-Identification by Job Category Over Three Years By Constituent Group*

	Application Received		Committee Review		First Round Interview		Second Interview		Position Offered	
	%	n	%	n	%	n	%	n	%	n
2020 - 2021										
Classified										
American Indian or Alaska Native	1.4%	5	1.4%	5	0.8%	1	2.2%	1	9.1%	1
Asian	7.1%	25	6.8%	24	6.1%	8	4.4%	2	9.1%	1
Black or African American	2.0%	7	2.0%	7	1.5%	2	0.0%		0.0%	
Decline to State	4.0%	14	4.0%	14	4.5%	6	8.9%	4	9.1%	1
Filipino	2.9%	10	2.8%	10	0.0%		0.0%		0.0%	
Hispanic or Latino/a/x	9.4%	33	9.4%	33	9.8%	13	4.4%	2	9.1%	1
Middle Eastern or North African	2.0%	7	2.3%	8	1.5%	2	0.0%		0.0%	
Native Hawaiian or Other Pacific Islander	1.1%	4	1.1%	4	1.5%	2	2.2%	1	0.0%	
Other	3.4%	12	2.8%	10	4.5%	6	6.7%	3	9.1%	1
Two or More Races	8.0%	28	8.2%	29	6.8%	9	4.4%	2	18.2%	2
White or Caucasian	57.4%	201	58.0%	204	61.4%	81	64.4%	29	36.4%	4
(blank)	1.1%	4	1.1%	4	1.5%	2	2.2%	1	0.0%	
Faculty										
American Indian or Alaska Native	1.4%	10	1.6%	8	1.7%	3	1.9%	1	6.3%	1
Asian	13.2%	93	12.5%	64	6.4%	11	7.5%	4	6.3%	1
Black or African American	7.8%	55	5.8%	30	7.0%	12	7.5%	4	12.5%	2
Decline to State	5.7%	40	6.2%	32	4.1%	7	7.5%	4	12.5%	2
Filipino	1.0%	7	1.4%	7	1.7%	3	0.0%		0.0%	
Hispanic or Latino/a/x	15.2%	107	14.0%	72	18.6%	32	26.4%	14	31.3%	5
Middle Eastern or North African	2.4%	17	1.8%	9	0.6%	1	0.0%		0.0%	
Native Hawaiian or Other Pacific Islander	0.1%	1	0.2%	1	0.0%		0.0%		0.0%	
Other	1.3%	9	1.2%	6	1.2%	2	1.9%	1	0.0%	
Two or More Races	5.4%	38	5.4%	28	4.1%	7	1.9%	1	0.0%	
White or Caucasian	45.7%	322	49.0%	252	53.5%	92	45.3%	24	31.3%	5
(blank)	0.7%	5	1.0%	5	1.2%	2	0.0%		0.0%	
Management										
American Indian or Alaska Native	2.0%	5	2.0%	5	3.3%	2	0.0%		0.0%	
Asian	6.5%	16	6.8%	17	6.6%	4	0.0%		0.0%	
Black or African American	10.6%	26	10.8%	27	9.8%	6	18.8%	3	0.0%	
Decline to State	9.4%	23	9.2%	23	4.9%	3	12.5%	2	33.3%	1
Filipino	2.0%	5	2.0%	5	3.3%	2	0.0%		0.0%	
Hispanic or Latino/a/x	7.8%	19	8.0%	20	11.5%	7	18.8%	3	0.0%	
Middle Eastern or North African	2.0%	5	2.0%	5	4.9%	3	6.3%	1	0.0%	
Native Hawaiian or Other Pacific Islander	0.4%	1	0.4%	1	0.0%		0.0%		0.0%	
Other	2.0%	5	2.0%	5	0.0%		0.0%		0.0%	
Two or More Races	6.5%	16	6.4%	16	8.2%	5	12.5%	2	0.0%	
White or Caucasian	46.9%	115	46.6%	116	47.5%	29	31.3%	5	66.7%	2
(blank)	3.7%	9	3.6%	9	0.0%		0.0%		0.0%	

	Application Received		Committee Review		First Round Interview		Second Interview		Position Offered	
	%	n	%	n	%	n	%	n	%	n
2021 - 2022										
Classified										
American Indian or Alaska Native	1.7%	5	1.7%	5	3.1%	4	0.0%		0.0%	
Asian	5.6%	16	5.6%	16	5.4%	7	7.0%	3	9.1%	2
Black or African American	4.9%	14	4.9%	14	4.7%	6	2.3%	1	0.0%	
Decline to State	5.9%	17	6.3%	18	7.8%	10	4.7%	2	0.0%	
Filipino	2.8%	8	2.8%	8	1.6%	2	4.7%	2	9.1%	2
Hispanic or Latino/a/x	8.0%	23	8.0%	23	9.3%	12	14.0%	6	13.6%	3
Middle Eastern or North African	0.7%	2	0.7%	2	0.0%		0.0%		0.0%	
Native Hawaiian or Other Pacific Islander	0.3%	1	0.3%	1	0.0%		0.0%		0.0%	
Other	2.1%	6	2.1%	6	1.6%	2	0.0%		0.0%	
Two or More Races	16.4%	47	16.3%	47	21.7%	28	14.0%	6	13.6%	3
White or Caucasian	49.5%	142	49.3%	142	44.2%	57	53.5%	23	54.5%	12
(blank)	2.1%	6	2.1%	6	0.8%	1	0.0%		0.0%	
Faculty										
Asian	14.3%	17	14.0%	15	17.5%	7	25.0%	2	50.0%	1
Black or African American	6.7%	8	6.5%	7	5.0%	2	0.0%		0.0%	
Decline to State	6.7%	8	7.5%	8	5.0%	2	0.0%		0.0%	
Hispanic or Latino/a/x	4.2%	5	4.7%	5	7.5%	3	0.0%		0.0%	
Middle Eastern or North African	3.4%	4	2.8%	3	2.5%	1	0.0%		0.0%	
Other	3.4%	4	2.8%	3	5.0%	2	0.0%		0.0%	
Two or More Races	6.7%	8	7.5%	8	15.0%	6	12.5%	1	50.0%	1
White or Caucasian	51.3%	61	50.5%	54	42.5%	17	62.5%	5	0.0%	
(blank)	3.4%	4	3.7%	4	0.0%		0.0%		0.0%	
Management										
American Indian or Alaska Native	0.8%	2	0.8%	2	0.9%	1	2.9%	1	8.3%	1
Asian	4.2%	11	4.2%	11	3.8%	4	2.9%	1	0.0%	
Black or African American	17.0%	44	16.9%	44	16.0%	17	17.1%	6	25.0%	3
Decline to State	3.9%	10	3.8%	10	3.8%	4	2.9%	1	0.0%	
Filipino	1.9%	5	1.9%	5	2.8%	3	2.9%	1	0.0%	
Hispanic or Latino/a/x	10.0%	26	10.0%	26	11.3%	12	5.7%	2	0.0%	
Middle Eastern or North African	1.5%	4	1.5%	4	0.0%		0.0%		0.0%	
Native Hawaiian or Other Pacific Islander	0.4%	1	0.4%	1	0.9%	1	0.0%		0.0%	
Other	3.5%	9	3.5%	9	2.8%	3	8.6%	3	8.3%	1
Two or More Races	7.7%	20	7.7%	20	7.5%	8	14.3%	5	8.3%	1
White or Caucasian	47.5%	123	47.7%	124	49.1%	52	42.9%	15	50.0%	6
(blank)	1.5%	4	1.5%	4	0.9%	1	0.0%		0.0%	

	Application Received		Committee Review		First Round Interview		Second Interview		Position Offered	
	%	n	%	n	%	n	%	n	%	n
2022 - 2023										
Classified										
American Indian or Alaska Native	1.0%	12	1.2%	12	1.0%	3	0.0%		0.0%	
Asian	7.8%	91	8.0%	81	7.9%	24	6.2%	6	6.0%	3
Black or African American	4.7%	55	5.2%	52	3.6%	11	0.0%		4.0%	2
Decline to State	4.3%	50	3.8%	38	4.9%	15	3.1%	3	2.0%	1
Filipino	1.9%	22	1.9%	19	2.6%	8	4.1%	4	4.0%	2
Hispanic or Latino/a/x	10.9%	127	11.4%	115	10.9%	33	12.4%	12	18.0%	9
Middle Eastern or North African	3.2%	37	3.4%	34	3.0%	9	1.0%	1	0.0%	
Native Hawaiian or Other Pacific Islander	0.5%	6	0.6%	6	0.3%	1	0.0%		0.0%	
Other	1.5%	18	1.6%	16	2.0%	6	2.1%	2	2.0%	1
Two or More Races	9.5%	110	9.2%	93	8.6%	26	11.3%	11	10.0%	5
White or Caucasian	53.4%	620	52.7%	531	54.6%	166	59.8%	58	54.0%	27
(blank)	1.2%	14	1.0%	10	0.7%	2	0.0%		0.0%	
Faculty										
American Indian or Alaska Native	1.5%	7	1.7%	6	2.6%	3	0.0%		0.0%	
Asian	15.0%	68	15.1%	54	13.8%	16	12.5%	4	8.3%	1
Black or African American	5.1%	23	3.6%	13	2.6%	3	0.0%		0.0%	
Decline to State	8.8%	40	9.2%	33	5.2%	6	9.4%	3	0.0%	
Filipino	1.8%	8	2.2%	8	3.4%	4	3.1%	1	8.3%	1
Hispanic or Latino/a/x	8.6%	39	8.1%	29	6.0%	7	0.0%		0.0%	
Middle Eastern or North African	2.4%	11	3.1%	11	3.4%	4	0.0%		0.0%	
Native Hawaiian or Other Pacific Islander	0.2%	1	0.0%		0.0%		0.0%		0.0%	
Other	2.0%	9	2.0%	7	2.6%	3	3.1%	1	0.0%	
Two or More Races	6.0%	27	6.7%	24	5.2%	6	6.3%	2	8.3%	1
White or Caucasian	45.8%	207	46.6%	167	52.6%	61	62.5%	20	75.0%	9
(blank)	2.7%	12	1.7%	6	2.6%	3	3.1%	1	0.0%	
Management										
American Indian or Alaska Native	0.5%	3	0.5%	3	0.7%	1	0.0%		0.0%	
Asian	5.7%	33	5.8%	34	9.3%	14	2.6%	1	5.6%	1
Black or African American	10.2%	59	10.1%	59	14.6%	22	7.7%	3	11.1%	2
Decline to State	6.4%	37	6.3%	37	6.0%	9	5.1%	2	5.6%	1
Filipino	0.5%	3	0.5%	3	0.0%		0.0%		0.0%	
Hispanic or Latino/a/x	13.6%	79	13.2%	77	14.6%	22	7.7%	3	0.0%	
Middle Eastern or North African	2.9%	17	2.9%	17	1.3%	2	2.6%	1	5.6%	1
Other	1.7%	10	1.7%	10	2.0%	3	5.1%	2	0.0%	
Two or More Races	8.1%	47	8.1%	47	5.3%	8	5.1%	2	11.1%	2
White or Caucasian	48.4%	281	48.5%	283	45.7%	69	64.1%	25	61.1%	11
(blank)	2.1%	12	2.2%	13	0.7%	1	0.0%		0.0%	

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

Section 53003(c)(9) requires that District EEO Plans describe how data from reliable public and private sources will be used to determine whether monitored groups are underrepresented within district job categories.

In conjunction with the District's Planning, Research and Resource Development office, below (and as demonstrated in Plan Component 10: Analysis of District Workforce and Applicant Pool) are generated analyses utilizing internal student/employee data and U.S. Census Bureau data, including workforce availability data, to determine and address perceived underrepresentation as well as identify opportunities for growth.

Underrepresentation analysis is based off of the 80% rule comparing the workforce with projected student (or otherwise stated) representation.

- Under the job skill of **clerical/secretarial**, underrepresentation exists for our **Asian, Black/African-American, Hispanic, Multi-Race, and Pacific Islander** workforce.
- For **Executive/Administrative/Managerial** job classifications, underrepresentation exists for our **Asian, Filipino, Hispanic, and Pacific Islander** workforce.
- For **Faculty/Instructional** positions, underrepresentation exists for our **Asian, Hispanic, Multi-Race and Pacific Islander** workforce.
- For **Service/Maintenance** positions, underrepresentation exists for the **Asian, Black/African-American, Hispanic, Multi-Race, and Pacific Islander** workforce.
- For **Skilled Crafts** job category, underrepresentation exists for the **Asian, Filipino, Hispanic, and Multi-race** workforce.
- Finally, for **Technical/Paraprofessional** positions, underrepresentation exists for the **Black/African-American, Hispanic and Pacific Islander** workforce.
- In reviewing workforce availability data by the U.S. Census Bureau for the Sacramento region, there is underrepresentation of our workforce for **Faculty** who identify as **Black/African-American, Asian, and Native Hawaiian/Pacific Islander**; **Part-Time Faculty** who identify as **Black/African-American, American Indian/Alaska Native, Asian, and Native Hawaiian/Pacific Islander**; **Staff** who identify as **Black/African-American, Asian, and Native Hawaiian/Pacific Islander**; and **Educational Administrators** who identify as **Asian and Native Hawaiian/Pacific Islander**.
- In reviewing the gender data by job skill/category, underrepresentation exists for the **male-identifying and non-binary** workforce under the **Clerical/Secretarial** skill.
- Across **all job skills**, underrepresentation exists for our **non-binary** workforce in comparison to our student population.
- Underrepresentation exists for our **female-identifying** workforce in the job skills of **service/maintenance and skilled crafts**.

In reviewing the data, there are some definite trends across the data regardless of how it is broken out. For example, across the data, the Hispanic workforce is underrepresented. As we explore

becoming a Hispanic Serving Institution, we will also explore cluster hiring for applicants who can meet the needs of Latinx student populations. Another example is that our non-binary workforce is underrepresented across all job skills/categories. It is imperative for us to also partner with employee resource groups/affinity groups and go out into the community to inform prospective applicants about our employment opportunities.

The District will continue, with the assistance of the EEO Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures in accordance with the U.S. Equal Employment Opportunity Commission (“EEOC”) and Title 5 regulations and intentionally review the data above to determine strategies beyond Plan Component 12 that may address these gaps.

Plan Component 12: Methods to Address Underrepresentation

The District places great emphasis on the recruitment of potential applicants to create a diverse pool of qualified individuals from which to hire with comprehensive advertising and outreach strategies. With a diverse pool, the District takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds, who can effectively contribute to the College’s equity goals. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code Section 87482.6.

To address any identified underrepresentation of monitored groups, the District will pursue continuous, intentional, and genuine efforts to update recruitment and hiring procedures and policies in accordance with the provisions below. Additionally, the District will utilize the [Chancellor’s Office EEO Best Practices/Diversity Handbook](#) as a helpful guide to address underrepresentation. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also valuable in ensuring equal employment opportunity. The District’s recruitment and hiring procedures will include the following provisions:

1. *Recruitment/Job Announcements*

It is the policy of the District to aggressively pursue a program of recruitment that is inclusive and open to all individuals.

- a) Job announcements shall state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements shall include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students (Title 5, Section 53022). Job specifications, including any "required," "desired" or "preferred" qualifications beyond the minimum qualifications which the district wishes to utilize, shall be reviewed by the EEO Officer, or designee, before the position is announced, to ensure they do not disadvantage or disparately impact applicants. The District will highlight equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications, and include in

job announcements language indicating that candidates are required to demonstrate that they can incorporate equity-minded practices into their major job duties.

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to gender, sexual orientation, gender identity and gender expression, person with disabilities, age, race, color, marital status, religious creed, individuals from all ethnic backgrounds, and other groups protected from discrimination. The EEO Advisory Committee is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. The District's recruitment and hiring procedures will include the following provisions:

- a) Recruitment must be conducted actively within and outside the District workforce.
- b) Open recruitment is mandated for all new full-time and part-time positions, except under limited circumstances involving interim hires.
- c) Recruitment must utilize outreach strategies designed to ensure that all qualified individuals, from all monitored groups, are provided the opportunity to seek employment with the District.
- d) Recruitment for administrative and faculty positions (full and part-time) may include advertisement in appropriate professional journals, job registries and newspapers of general circulation; distribution of job announcements to the EEO Registry, K-12 districts, two-and four-year colleges, and graduate schools where appropriate candidates might be enrolled; recruitment at conferences, job fairs, and professional meetings; notices to institutions and professional organizations that primarily serve members of monitored groups that are underrepresented in the District.
- e) Recruitment for classified positions shall include notice to all District personnel; notice to the Employment Development Department; and intentional and wide-ranged advertising.

2. *Applicant Pools*

- a) The application for employment shall provide each applicant an opportunity to identify themselves voluntarily as to gender (including non-binary options), ethnicity, and, if applicable, their disability. This information shall be maintained in confidence and shall be used only for research, validation, monitoring, evaluation of the effectiveness of the *Plan*, or as authorized by law.
- b) As described in [Title 5, section 53023\(c\)](#), the EEO Director, or designee, shall conduct an initial demographic review of the qualified applicant pool before an application deadline for a district position closes. If the pool's candidate diversity is not consistent with the diversity goals of the EEO Plan, the district may extend the search period.
- c) After the application deadline has passed, the initial applicant pool shall be analyzed to assess the representation of monitored groups in the initial pool and to ensure that the pool was not subject to or representative of discriminatory practices. If not, the hiring process may continue to the next level. If, however, the District determines that biases caused the underrepresentation, the District may immediately, and before the selection process continues, take appropriate actions to remedy the situation, including

consultation with legal counsel to determine what, if any, corrective action is required by law.

- d) The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the EEO Officer, or designee, finds that the composition of the qualified applicant pool may have been influenced by factors that are not job related, appropriate action shall be taken. This applicant pool data shall be reviewed in conducting the analysis described in [Title 5, section 53006\(a\)](#).
- e) Once applicants have been selected for the first round of interviews, the pool must again be analyzed. If this analysis reveals adverse impact against any monitored group, the District may immediately, and before the selection process continues, take appropriate actions to remedy the situation, including consultation with legal counsel to determine what, if any, corrective action is required by law.
- f) Once applicants have been selected for second round interviews, the pool must again be analyzed. If this analysis reveals adverse impact against any monitored group, the District may immediately, and before the selection process continues, take appropriate actions to remedy the situation, including consultation with legal counsel to determine what, if any, corrective action is required by law.

3. *Screening and Selection*

Screening, selecting and interviewing candidates for all positions shall include thorough and fair procedures that continuously reflect equity-minded processes. Procedures to be used must address or include that:

- a) Hiring procedures will be provided to the CCC Chancellor's Office on request.
- b) Screening materials, including but not limited to, application screening rubrics, interview questions, and performance demonstrations, shall be based solely on job-related criteria; designed to avoid adverse impact; and designed to ensure meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position ([Title 5, section 53024](#)).
- c) All performance assessments conform to generally applicable legal standards for uniformity, allow for reasonable accommodations, and take into consideration the adverse impact they may have on underrepresented populations. Additionally, intentional dialogue will occur to determine whether the knowledge, skills, and abilities can be assessed in other steps of the process.
- d) Identify transferable knowledge, skills, and abilities, to be inclusive versus exclusive in screening applications inviting a reasonable number of candidates for interview.
- e) Seniority or length of service may be taken into consideration only to the extent it is job related, but is not the sole criterion for selection ([Title 5, section 53024](#)).
- f) Screening and selection committees are developed that are representative of the District community and campus, include administrators, faculty, and classified staff; include a diverse membership, when possible, do not include applicants or persons who have written letters of recommendation ([Title 5, Section 53024](#)).

- g) Every screening and selection committee includes an individual trained to monitor an equity-minded process and conformance with EEO requirements.
- h) The EEO Officer assures that the screening and selection process conforms to accepted principles and practices, including preparation of job-related questions in advance; maintains records of screening criteria, which shall be signed and kept on file; maintains notes for all interviews and record relevant factual reasons stating why a candidate was not hired or was not invited to interview; and monitors the hiring process for adverse impact.
- i) Selection shall be based on the stated job criteria and the applicant's ability to exhibit equity-mindedness and/or contribute towards supporting student success and closing student equity gaps.
- j) All members of the committee are trained on bias as outlined in Title 5.
- k) All EEO Representatives and Hiring Chairs will be trained on equity in hiring. Equity in hiring shall also be covered within trainings for hiring chairs and screening/selection committee members.

If the District determines that a particular monitored group is underrepresented with respect to one or more job categories, the District may take the following additional strategies:

- a) Review its recruitment procedures.
- b) Consult with other organizations and higher education institutions (including Historically Black Colleges and Universities, Hispanic Serving Institutions, Asian-American Native American Pacific Island Serving Institution, etc.) surrounding their best practices.
- c) Consult with counsel to determine whether there are other additional measures that may be undertaken that are required and/or permitted by law.
- d) Monitor on an on-going basis.
- e) Review each locally established job qualification to determine if it is job related and consistent with business necessity.
- f) Discontinue the use of any non-job-related local qualification.

4. *Continuous/Ongoing Efforts to Address Underrepresentation*

The District will continue, with the assistance of the EEO Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures in accordance to the EEOC and Title 5 regulations. In order to continuously address underrepresentation, the District will take the following steps:

- a) The District will request the EEO Advisory Committee, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- b) The District will focus particular attention on its intern programs where graduate students will be provided the opportunity to co-teach a class offered by the District in the underrepresented discipline.
- c) The District will actively monitor the representation rate of each group, which was identified as being underrepresented in one or more categories.

- d) The District will review each locally established required, desired, or preferred qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.

5. *Other Measures Necessary to Promote Equal Employment Opportunity and Retention*

The District recognizes that multiple approaches are appropriate to fulfill its mission of promoting equal employment opportunity and the creation and retention of a diverse workforce. The District shall pursue a genuine and deliberate effort, among others, to further equal employment opportunity and equity-minded practices, including:

- a) Conduct campus climate studies to identify hidden institutional barriers.
- b) Include additional guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- c) Conduct additional dialogues, forums, trainings, and cross-cultural workshops around equity and inclusion.
- d) Continue to recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles.
- e) Include a series of EEO/diversity workshops at instructional improvement days (flex week or staff development day).
- f) Establish an “Equal Employment Opportunity and Diversity” online presence by highlighting the District’s diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District’s website: <https://www.sierracollege.edu/about-us/human-resources/equal-opportunity.php>. The website will also list contact persons for further information on all of these topics: <https://www.sierracollege.edu/about-us/human-resources/compliance.php>.
- g) Promote additional cultural celebrations on campus.
- h) Include multilingualism and knowledge of multiculturalism, when appropriate, as a qualification for community college employees.
- i) Have a formal diversity program on campus that is visible, valued and adequately funded.
- j) Consider providing alternative educational or experience requirements for nonacademic positions.
- k) Develop leadership opportunities with current staff focusing on diversity, equity, and inclusion.
- l) Ensure that top administrative staff support diversity objectives and that the diversity and/or EEO Officer position is maintained.
- m) Seek direct contact with students, professionals, community, and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.
- n) Develop annual reports and present to the campus community and Board of Trustees (the office of the President/Superintendent, Senates, Strategic Council, Planning and Resource Allocation Committee, and President’s Equity Advisory Committee).

- o) Actively and deliberately recruit inside and outside the District, to include all monitored groups, for all open positions on campus.
- p) The District will establish goals towards the development of a mentoring program to increase retention of underrepresented staff.
- q) Provide guidance to all applicants about our hiring processes via hiring workshops, mock interviews, online guides, and resources, etc.
- r) The District will continue to provide and support the Equity Educator Intern (Pipeline) program.
- s) Continuously update procedures in line with research on equity-minded recruitment and retention practices.

Plan Component 13: Pre-Hiring, Hiring, and Post-Hiring Strategies Demonstrating On-Going Commitment to EEO/Employment Diversity

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
<div>→</div> <div>SELECTED METHODS</div> <div>↓</div>			
PRE-HIRING			
<p>Provide training to employees, students & trustees. *</p> <p><u>(53024.1(d))</u></p> <p>“The district provides cultural awareness training to members of the campus community.” Cal. Code Regs. tit. 5 § 53024.1</p>	<p>Director, EEO, Diversity & Title IX</p> <p>Professional & Organizational Development Department</p>	<p>Y1</p> <ul style="list-style-type: none">• Ongoing - Antibias training, a requirement for anyone serving on a hiring committee, is provided to employees. The college's antibias training is offered in three parts: Avoiding Bias in the Hiring Process (Part 1), Making the Unconscious Conscious: Understanding and Mitigating Bias in Hiring (Part 2), and Empowering Voices for Equitable Hiring: Antibias Training (Part 3).• Ongoing - STEM faculty are participating in a Humanizing Online Instruction for STEM faculty program. Humanizing an online course means to develop and cultivate a welcoming, supportive environment for all students, particularly those from minoritized communities.• Employees can take four different DEIA/cultural awareness training courses from CORA. The contract for these free professional development opportunities ends in Spring 2024. The college will analyze who has completed the trainings and explore CORA’s new courses to decide whether to continue offering this professional development opportunity.• The college developed a customer service training for classified professionals that embeds equity within the activity (e.g., the course includes a section on identifying and mitigating biases in the work environment). The customer service training is currently being revised to include new resource material that emphasizes how DEIA principles positively impact effective interaction with students and the community. Offer the revised training in Spring 2024.• The Equity & Inclusion Faculty Certificate Series is a three-part series (i.e., Units 1-3) for faculty focused on creating culturally responsive learning environments. Unit 1 has been redesigned to provide more foundational DEIA training and will be offered in Fall 2023. Unit 2 will be revised in the spring to align more closely with the curriculum in the EIW activity.• The Equity Instruction Workshop (EIW) is a three-day, in-person workshop that enables faculty to redesign courses with a focus on culturally responsive and equitable practices to increase student success. Two sessions of EIW have been held. To assess the effectiveness of the training, POD, the college’s professional development department, will identify which disciplines are overrepresented and underrepresented in EIW and develop a marketing strategy to reach more faculty in different disciplines, especially those departments with large equity gaps.	<p>To determine the attainment of the proposed outcomes, there will be post-survey/summative assessment in a Likert-scale format and with space for qualitative feedback. This data will help the institution determine what modifications to make on an ongoing basis.</p> <p>The District will also analyze data to assess on an ongoing basis if there is a correlation between this method and Plan Component 10.</p>

<p>Provide training to employees, students & trustees. *</p> <p><u>(53024.1(d))</u></p> <p>“The district provides cultural awareness training to members of the campus community.” Cal. Code Regs. tit. 5 § 53024.1</p>	<p>Director, EEO, Diversity & Title IX</p> <p>Professional & Organizational Development Department</p>	<p>Y2</p> <ul style="list-style-type: none"> • Ongoing – Antibias training • Work with research to develop and implement an assessment to ascertain the effectiveness of EIW, including analyzing participants’ course success and retention data pre- and post-EIW and surveying participants regarding what aspects of EIW they incorporated into their curriculum. • Either renew and provide CORA trainings to employees or research what would be a suitable outside resource to provide additional DEIA/cultural awareness training for employees. • Revise Unit 3 of the Equity & Inclusion Faculty Certificate Series to be a professional learning community where participants assess their DEIA actions in the classroom and explore designing new interventions based on their assessment data. • Develop a Sierra College version of humanizing online instruction for STEM and non-STEM faculty, which may include offering the professional learning modalities in different modalities (e.g., shorter modules rather than longer 20+ hour institutes) in Fall 2024. Begin offering these trainings in Spring 2025. 	<p>To determine the attainment of the proposed outcomes, there will be post-survey/summative assessment in a Likert-scale format and with space for qualitative feedback. This data will help the institution determine what modifications to make on an ongoing basis.</p> <p>The District will also analyze data to assess on an ongoing basis if there is a correlation between this method and Plan Component 10.</p>
		<p>Y3</p> <ul style="list-style-type: none"> • Ongoing – Antibias training • Based on Y2 research, redesign EIW to better support participants and provide useful and actionable information instructors can use to close equity gaps. • Survey Units 1 and 2 participants in the Equity & Inclusion Faculty Certificate Series from Y2 to gather data to possibly revise the units. • Assess the humanizing online instruction for STEM and non-STEM faculty by surveying participants and reviewing participants’ students’ course success data. Utilize the data to possibly revise the training(s). 	

<p>Convey in publications and website the district's commitment to diversity & EEO.</p> <p><u>(53024.1(j))</u> “The district's publications and website convey its diversity and commitment to equal employment opportunity.” Cal. Code Regs. tit. 5 § 53024.1</p>	<p>Presidential Equity Advisory Committee (PEAC)</p> <p>Executive Dean, Student Equity & Completion</p> <p>Director, EEO, Diversity & Title IX</p> <p>Marketing Department</p>	<div data-bbox="913 156 2082 415"> <p>Y1 Identify locations with Inclusive Messaging Workgroup across campus to display diverse employee images and narratives as part of Inclusive Messaging Project.</p> <p>Continue to work with Marketing to ensure a commitment to diversity/EEO is displayed across website, publications, and recruitment materials. Continue to review and revise College/District publications and other marketing tools to reflect diversity, equity, and inclusion in pictures, graphics, and text.</p> </div> <div data-bbox="913 426 2082 1029"> <p>Y2 Display images and narratives across campus from Phase 1 of Inclusive Messaging Project.</p> <p>Begin working on phase 2 of Inclusive Messaging Project. The inclusive messaging project was kicked off with a reception honoring the individuals who shared their stories and a monthlong showcase of the exhibit in our campus gallery in addition to local media press highlighting the stories and the staff. In year two we will circulate the initial exhibit at each of our campuses (Roseville in the hallways of the campus, Tahoe Truckee in the main foyer of the campus and the Nevada county campus in the gallery outside the large auditorium). Additionally, we have expanded the project to tell stories of employees at each campus. This year employees from Roseville, Tahoe Truckee, and Nevada county will also be featured among the 15 stories we highlight. In addition to the pictures, we will share audio recordings of the narrative in a podcast format and then publish a book to share both year's stories.</p> <p>Continue to work with Marketing to ensure a commitment to diversity/EEO is displayed across website, publications, and recruitment materials. Continue to review and revise College/District publications and other marketing tools to reflect diversity, equity, and inclusion in pictures, graphics, plaques, naming of spaces, and text.</p> </div> <div data-bbox="913 1041 2082 1265"> <p>Y3 Complete phase 2 of Inclusive Messaging Project.</p> <p>Continue to work with Marketing to ensure a commitment to diversity/EEO is displayed across website, publications, and recruitment materials. Continue to review and revise College/District publications and other marketing tools to reflect diversity, equity, and inclusion in pictures, graphics, plaques, naming of spaces, and text.</p> </div>	<p>This item will be measured by complete or incomplete. The District may also work with the Institutional Research Office to determine if a category surrounding inclusive campus (visual and written) can be part of future campus climate surveys.</p> <p>The campus climate study will include an opportunity for feedback from employees and we hope to capture more information through the employee resource groups.</p>
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<p>Review and update District EEO/DEI policy statement. *</p> <p><u>(53024.1(k))</u></p> <p>“The district's mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.”</p> <p>Cal. Code Regs. tit. 5 § 53024.1</p> <p>*Cross-reference Plan Component 3</p>	<p>Instruction Office</p> <p>Office of Institutional Research and Planning</p> <p>Director, EEO, Diversity & Title IX</p>	<div data-bbox="919 156 2079 330"> <p>Y1 Add a supporting statement to the mission statement to meet this Title 5 regulation.</p> <p>Work with the Chancellor’s Office legal team to determine if the supporting statement meets this regulation.</p> </div> <div data-bbox="919 355 2079 432"> <p>Y2 Ensure that the campus community is aware of the supporting statement.</p> </div> <div data-bbox="919 455 2079 558"> <p>Y3 Assess if the supporting statement, as worded, still meets the needs and goals of the institution.</p> </div>	<p>This item will be measured by complete or incomplete.</p>
<p>Providing EEO/diversity enhancement resources and assistance to other districts.</p> <p><u>(53024.1(m))</u></p> <p>“District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.” Cal. Code Regs. tit. 5 § 53024.1</p>	<p>Director, EEO, Diversity & Title IX</p> <p>EEO Advisory Committee</p>	<div data-bbox="919 761 2079 857"> <p>Y1 Sierra College will open an invitation for other districts/colleagues to attend hiring trainings, including EEO Representative training.</p> </div> <div data-bbox="919 880 2079 971"> <p>Y2 Provide opportunities for other districts/colleagues to attend hiring trainings, including EEO Representative trainings.</p> </div> <div data-bbox="919 994 2079 1091"> <p>Y3 Provide opportunities for other districts/colleagues to attend hiring trainings, including EEO Representative trainings.</p> </div>	<p>Upon attending Sierra’s training, the Director of EEO, Diversity, & Title IX will meet with external participants to obtain qualitative feedback and debrief on trainings to apply to future trainings/professional development.</p>

<p>IMPLEMENTATION</p> <p>→</p> <p>SELECTED METHODS</p> <p>↓</p>	Who	What/When	Effectiveness Metrics & Review
<p>Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.</p>	<p>Human Resources Office</p>	<div data-bbox="919 492 2038 765"> <p>Y1 Initiate conversations on how the Board/President priorities and goals II(G) and (H) as well as new Title 5 regulations (requiring DEIA criteria in performance evaluations) can be included in other administrator performance goals.</p> <p>** G. Continue to increase diversity in campus staff hiring. H. Continue to monitor data to ensure equitable treatment of all members of our campus community.</p> </div> <div data-bbox="919 776 2038 1006"> <p>Y2 Outline language that aligns with Board/President priorities and goals II(G) and (H) as well as new Title 5 regulations that can be included in other administrator performance goals. Ensure that Superintendent/President, Board of Trustees, and/or Executive Team continue to adopt and commit to accomplishing a DEIA or EEO specific goal/initiative at least every three (3) years.</p> </div> <div data-bbox="919 1020 2038 1136"> <p>Y3 Ensure that language outlined, or similar language is included in other administrator performance goals.</p> </div>	<p>This item will be measured by complete or incomplete.</p> <p>The District will also analyze data to assess on an ongoing basis if there is a correlation between this method and Plan Component 10.</p>

Internship Program	Director, EEO, Diversity, & Title IX Professional and Organizational Development Office Faculty Equity Coordinator	<div> Y1 Explore potential internship programs for hard to fill positions. Explore ways to advertise instructional and non-instructional positions for the Equity Educator Internship Program. This program is intended to be a pipeline program for faculty positions. A requirement for admission is that applicants must demonstrate the ability to utilize an equity mindset framework in and out of the classroom. </div> <div> Y2 Determine underrepresentation of faculty and advertise this program in areas that meet that underrepresentation. Have a cohort of at least 10 Equity Educator Interns. </div> <div> Y3 Have a cohort of at least 10 Equity Educator Interns. </div>	Effectiveness measures will be assessed on the diversity of those individuals who successfully complete the program, if individuals get hired as permanent employees of Sierra College or other community college or relevant industries, and the percentages of diverse faculty that are hired as a result of this program.
HIRING			
Consistent and ongoing training for hiring committees. <u>(53024.1(c))</u> “The district provides training on elimination of bias in hiring and employment.” Cal. Code Regs. tit. 5 § 53024.1 *Cross reference Plan Component 8.	Director, EEO, Diversity & Title IX EEO Advisory Committee Consultant, Dr. Mikael Villalobos Professional & Organizational Development Department	<div> Y1 Continue ongoing anti-bias, EEO Representative, and Hiring Chair trainings. Continue to assess the diversity make-up of screening/hiring committees. If they are lacking diversity, develop a strategy to enable more diverse committees. </div> <div> Y2 Identify and secure training materials and trainer for anti-bias and equity training for students who will serve on hiring committees. Depending on how students serve on hiring committees, determine if they will undergo the anti-bias training that all committee members undergo, or the same training with additional components that may be specific to the student-scholars. Continue ongoing anti-bias, EEO Representative, and Hiring Chair trainings. </div> <div> Y3 Provide training to students who will serve on hiring committees. Continue ongoing anti-bias, EEO Representative, and Hiring Chair trainings. </div>	To determine the attainment of the proposed outcomes, there will be post-survey/summative assessment in a Likert-scale format and with space for qualitative feedback. This data will help the institution determine what modifications to make on an ongoing basis. The District will also analyze data to assess on an ongoing basis if there is a correlation between this method and Plan Component 10.

<p>Maintain updated job descriptions and job announcements.</p> <p>(53024.1(f)) “The district has audited and/or maintains updated job descriptions and/or job announcements.” Cal. Code Regs. tit. 5 § 53024.1</p>	<p>Human Resources Office in consultation/collective bargaining with appropriate groups</p>	<div data-bbox="905 98 2014 347"> <p>Y1 Assess job announcements and continue to modify to reflect diversity, equity, and inclusion in addition to the diversity, equity, inclusion qualifications that are already throughout the job announcements.</p> <p>Continue to work with Human Resources consultant and union/employee groups regarding current wall to wall job description review.</p> </div> <div data-bbox="905 369 2014 531"> <p>Y2 Assess job announcements and continue to modify to reflect diversity, equity, and inclusion.</p> <p>Implement recommendations from wall-to-wall job description review.</p> </div> <div data-bbox="905 552 2014 724"> <p>Y3 Assess job announcements and continue to modify to reflect diversity, equity, and inclusion.</p> <p>Continue to assess job descriptions to ensure they meet institutional needs.</p> </div>	<p>This item will be measured by complete or incomplete.</p>
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<p>IMPLEMENTATION</p> <p>→</p> <p>SELECTED METHODS</p> <p>↓</p>	<p>Who</p>	<p>What/When</p>	<p>Effectiveness Metrics & Review</p>
<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)) “The district’s board of trustees receives training on the elimination of bias in hiring and employment at least once every election cycle.” Cal. Code Regs. tit. 5 § 53024.1</p>	<p>Director, EEO, Diversity & Title IX</p> <p>EEO Advisory Committee</p> <p>Consultant, Dr. Mikael Villalobos</p> <p>Professional & Organizational Development Department</p>	<div data-bbox="905 1143 2055 1292"> <p>Y1 Identify and secure training materials and trainer for anti-bias and equity training for Board of Trustees.</p> <p>Continue ongoing anti-bias, EEO Representative, and Hiring Chair trainings.</p> </div> <div data-bbox="905 1306 2055 1375"> <p>Y2 Provide anti-bias training to Board of Trustees.</p> </div> <div data-bbox="905 1391 2055 1495"> <p>Y3 Continued dialogue with Board of Trustees surrounding ongoing professional development needs regarding diversity, equity, and inclusion.</p> </div>	<p>To determine the attainment of the proposed outcomes, there will be post-survey/summative assessment in a Likert-scale format and with space for qualitative feedback. This data will help the institution determine what modifications to make on an ongoing basis.</p> <p>The District will also analyze data to assess on an ongoing basis if there is a correlation between this method and Plan Component 10.</p>

<p>Maintaining updated curricula, texts, and/or course descriptions.</p> <p><u>(53024.1(n))</u> “The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.” Cal. Code Regs. tit. 5 § 53024.1</p>	<p>Curriculum Committee</p> <p>Instruction Office</p> <p>Director, EEO, Diversity, & Title IX</p>	<p>Y1 Engage in conversations with curriculum committee on incorporating this regulation into curricula, texts, and/or course descriptions.</p> <p>Y2 Work with curriculum committee on implementation.</p> <p>Y3 Implementation</p>	<p>This item will be measured by complete or incomplete. The District may also work with the Institutional Research Office to determine further ways to assess this metric/effectiveness.</p>
<p>Dedication of specified staff to EEO.</p>	<p>Director, EEO, Diversity, & Title IX</p>	<p>Y1 The Director of Diversity, EEO, & Title IX who is responsible for overseeing all EEO-related activities will onboard Administrative Assistant, EEO & Title IX.</p> <p>Y2 Train at least 10 new EEO Representatives.</p> <p>Y3 Train at least 10 new EEO Representatives.</p>	<p>This item will be measured by complete or incomplete.</p>
<p>Procedures for addressing diversity throughout hiring steps and levels</p>	<p>Human Resources Office</p>	<p>Y1 Implement new equity-minded hiring manual.</p> <p>The Director of Diversity, EEO & Title IX and VP of Human Resources will begin holding office hours for the campus surrounding hiring/recruitment in fall 2023.</p> <p>Y2 The Director of Diversity, EEO & Title IX and VP of Human Resources will provide training to the campus about new hiring manual and highly encourage all employees to attend.</p> <p>Continue to hold office hours for campus surrounding hiring/recruitment.</p> <p>Y3 Provide training to campus about new hiring manual.</p> <p>Continue to hold office hours for campus surrounding hiring/recruitment.</p>	<p>This item will be measured by complete or incomplete and qualitative data will be gathered from participants about helpful topics to cover.</p> <p>The District will also analyze data to assess on an ongoing basis if there is a correlation between this method and Plan Component 10.</p>

<p>IMPLEMENTATION</p> <p>→</p> <p>SELECTED METHODS</p> <p>↓</p>	Who	What/When	Effectiveness Metrics & Review
<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 	<p>Director, EEO, Diversity, & Title IX</p>	<div data-bbox="911 479 2058 687"> <p>Y1 Begin to develop relationships with Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Asian-American Native American Pacific Island Serving Institution (AANAPI), and other identity-based organizations.</p> </div> <div data-bbox="911 703 2058 792"> <p>Y2 Discuss and potentially plan the coordination of events, partnerships, etc. with HBCUs, HSIs, AANAPIs, and other organizations.</p> </div> <div data-bbox="911 807 2058 925"> <p>Y3 Discuss and potentially plan the coordination of events, partnerships, etc. with HBCUs, HSIs, AANAPIs, and other organizations.</p> </div>	<p>This item will be measured based off the number of new relationships built and collaborations taking place as well as assessing data from Plan Component 10 for improvement.</p> <p>This item can also be assessed by incorporating these organizations on the survey on hiring applications that ask where applicants heard about the job.</p>
<p>POST-HIRING</p>			
<p>Conduct campus climate surveys & use this information.</p> <p><u>(53024.1(a))</u></p> <p>“The district conducts surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.” Cal. Code Regs. tit. 5 § 53024.1</p>	<p>Office of Institutional Research and Planning</p> <p>Office of Student Equity</p> <p>Director, EEO, Diversity & Title IX</p>	<div data-bbox="911 1045 2058 1327"> <p>Y1 Engage in conversations about creating a campus climate survey for employees that asks diversity, equity, inclusion, anti-racism, and accessibility (DEIA) and equal employment opportunity (EEO) questions.</p> <p>Engage in conversations about creating a campus climate survey for students that asks diversity, equity, inclusion, anti-racism, and accessibility (DEIA) and equal employment opportunity (EEO) questions.</p> </div> <div data-bbox="911 1342 2058 1433"> <p>Y2 Begin planning the execution of a campus climate survey.</p> </div> <div data-bbox="911 1449 2058 1528"> <p>Y3 Execute the survey.</p> </div>	<p>The data from this survey will capture information surrounding employee and student belonging, support, and retention.</p>

<p>Conduct exit interviews & use this information.</p> <p>(53024.1(b)) “The district conducts exit interviews with employees who voluntary leave the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information.” Cal. Code Regs. tit. 5 § 53024.1</p>	<p>Director, EEO, Diversity, & Title IX</p>	<div>Y1 Analyze data from equity-minded exit interview survey.</div> <div>Y2 Analyze data from equity-minded exit interview survey and report out results to appropriate constituent groups to discuss remedies for any issues that may be reoccurring.</div> <div>Y3 Implement plan for any remedies as a result of the survey.</div>	<p>This item will be measured based off feedback from surveys and improvement over time.</p>
<p>Professional development, mentoring, support, and leadership opportunities for new employees.</p> <p>(53024.1(e)) “The district maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.” Cal. Code Regs. tit. 5 § 53024.1</p>	<p>Professional & Organizational Development Department</p> <p>Human Resources Office</p>	<p>Y1</p> <ul style="list-style-type: none"> Develop a Classified Professional and Management Equitable Onboarding Program. Participants will be part of a cohort model, and outcomes include participants developing an understanding of Sierra College’s commitment to equity and inclusion, feeling a sense of community/belonging, and receiving mentorship/support. An ongoing program has been the Sierra College Onboarding Program for Employees (SCOPE), which is a new employee orientation offered every 2-3 months. Decide how to re-envision SCOPE to avoid redundancy with the new Classified Professional and Management Equitable Onboarding Program. All new managers and classified professionals can participate in the Buddy Program, which is a 6-month cohort to provide support for new classified professionals and managers. The Buddy Program has been in place for a year and a half. Analyze who completes the program (e.g., do managers drop out at higher rates than classified professionals) and survey participants to ascertain their satisfaction and usefulness of the program. Additionally, revise the program as needed to complement, and not repeat, the curriculum in the new Classified Professional and Management Equitable Onboarding Program. New Faculty Academy (NFA) is a semester-long onboarding program for new tenure-track faculty. The program includes participation in Unit 1 of the Equity & Inclusion Faculty Certificate Series and weekly trainings on creating culturally responsive learning environments to best support students. In Fall 2023, a revised NFA curriculum that emphasizes the development of an equity mindset for faculty is being implemented. This re-envisioning was partly in response to the college revising its faculty evaluation process to reflect the new DEIA evaluation and tenure review regulations. Survey participants at the end of the training. In Fall 2023, the college is piloting a semester-long part-time faculty professional learning community to provide consistent onboarding for part-time faculty. Sierra College Communication, Creativity, and Collaborative Culture (SC4) training is a 3-day activity designed for classified professionals, faculty, and managers to build relationships with people across the college and gain an understanding of Sierra's unique collaborative work culture. In Fall 2023, SC4, which is usually a 2-night, 3-day overnight training, will be offered as a non-overnight version to accommodate the varying needs of employees. Participants will be surveyed, and their responses will be used to determine how SC4 is offered in the future. Additionally, SC4 was re-envisioned in Spring 2023, to reflect the impact of the twin pandemics on the college’s work culture and to utilize a DEIA framework for the training. 	<p>This item will be measured based off feedback from surveys and improvement over time.</p> <p>After the Fall 2023 training, assess if the training meets expectations or should be further revised.</p>

<p>IMPLEMENTATION</p> <p>→</p> <p>SELECTED METHODS</p> <p>↓</p>	<p>Who</p>	<p>What/When</p>	<p>Effectiveness Metrics & Review</p>
<p>Professional development, mentoring, support, and leadership opportunities for new employees.</p> <p><u>(53024.1(e))</u></p> <p>“The district maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.” Cal. Code Regs. tit. 5 § 53024.1</p>	<p>Professional & Organizational Development Department</p> <p>Human Resources Office</p>	<div data-bbox="900 504 2044 705"> <p>Y1 Continued</p> <ul style="list-style-type: none"> Employees have access to hundreds of online professional learning opportunities through the college's employee learning management system. Gather data regarding what employees from which departments/divisions are utilizing the trainings offered through the learning management system and look for areas where these opportunities are not being utilized. </div> <div data-bbox="900 724 2044 1193"> <p>Y2</p> <ul style="list-style-type: none"> Offer the first Classified Professional and Management Equitable Onboarding Program in Summer 2024, with 2 additional cohorts offered in 2024-2025. Collect data from participants relating to the training’s effectiveness. Explore the possibility of bringing back the Sierra College Leadership Institute (SCLI) to include DEIA training as it relates to equitable leadership in Fall 2024. If there is a need for this professional learning opportunity, develop a revised SCLI that is based on DEIA leadership principles. Utilizing participant-generated data from Y1, revise NFA as needed to provide support for new faculty, especially with regards to the tenure-track review process. Utilizing participant surveys, determine whether a professional learning community or another modality (e.g., a series of focused trainings) would better support part-time faculty. Using data from Y1, develop strategies to make it easier for employees to navigate the employee management system to find DEIA trainings (e.g., create and market playlists). </div> <div data-bbox="900 1213 2044 1541"> <p>Y3</p> <ul style="list-style-type: none"> Revise the Classified Professional and Management Equitable Onboarding Program as needed to better support employees. Revise NFA as needed based on participants’ surveys. Analyze from what disciplines are part-time faculty participating in the part-time faculty professional learning community and/or other onboarding activity. Consider ways to market the activity to faculty in underrepresented areas. If in Y2 it was decided that bringing back SCLI would benefit employees, schedule the training in Fall 2025. </div>	<p>This item will be measured based off feedback from surveys and improvement over time.</p>

<p>Survey applicants who decline offers & use the information.</p> <p><u>(53024.1(p))</u></p> <p>“The district attempts to gather information from applicants who decline job offers to find out why, records this information, and utilizes it.” Cal. Code Regs. tit. 5 § 53024.1</p>	Human Resources Office	<div><div><p>Y1</p><p>Analyze data from NeoEd declined offers.</p><p>Meet with HR team to discuss strategies to address.</p></div><div><p>Y2</p><p>Analyze data from NeoEd declined offers.</p><p>Meet with HR team to discuss and implement strategies to address.</p></div><div><p>Y3</p><p>Analyze data from NeoEd declined offers to assess whether there has been improvement.</p><p>Meet with HR team to discuss and implement strategies to address.</p></div></div>	<p>This item will be measured based off feedback from surveys and improvement over time.</p>

Plan Component 14: Reasonable Accommodations for Persons with Disabilities

The District is committed to ensuring that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m) section 504 of the Rehabilitation Act of 1973, and the Americans with Disability Act (ADA). Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The Director of EEO, Diversity, and Title IX coordinator is responsible for ensuring requests for accommodations from current employees and students, as well as for applicants seeking such accommodations during the application/selection process are addressed appropriately. Requests can be made on the “Request for Reasonable Accommodation” form. Requests for Reasonable Accommodation may be made by calling the Human Resources Department at (916) 660-7100.

Human Resources is responsible for handling requests for accommodations from current employees as well as from applicants seeking such accommodations during the application process.

When persons with disabilities are found to be significantly underrepresented, measures required in this *Plan* will be implemented.

Since an employees’ disability status may change during their service, every three (3) years the college may survey current employees to collect updated information on disability status.

The District will continue, with the assistance of the EEO Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures in accordance to the EEOC and Title 5 regulations.

Plan Component 15: Graduate Assumption Program of Loan for Education

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post information on the campus concerning such programs, and make information available on the District’s website, course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. On a continuous basis, the District will genuinely make efforts to inform graduate students in local colleges and universities about the benefits of employment at a community college.

Appendix A: References

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