

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

⁹ Torgimson, B. N&

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

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

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

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

Screening or Selection Procedures any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work samples.

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Plan Component 3: Policy Statement

The San Francisco Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity and are not subjected to discrimination in any program or activity of the District on the basis of race, color, ancestry, national origin, immigration status, ethnic group identification, religion, age, sex, gender, gender identity, gender expression, marital status, domestic partner status, sexual orientation, physical

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

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

Plan Component 6: Complaints

Discrimination and Harassment Complaint Procedure

References:

Education Code Sections 212.5, 231.5, 66281.5 and 67386

Government Code Section 12950.1

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

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

Reporting and Filing Complaints

State and federal law prohibit discrimination or retaliation against persons or groups, or those associated with them on the basis of an actual or perceived characteristic related to ethnic group identification, national origin, immigration status, religion, age, sex, gender, gender

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

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

Plan Component 7: Notification to District Employees

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

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

Plan Component 8: Training for Screening/Selection Committees

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

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

Persons serving in the above capacities will be required to receive training within the 24 months

presented in this training plan. (c) Service Employees International Union (SEIU) Local 763 (a) (1) (i) Title 2.10.4 in (a) 6 (i) (e) (g) (h) (i)

Plan Component 9: Annual Written Notice to Community Organizations

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

Plan Component 10: Analysis of District Workforce and Applicant Pool

References: CCR, Title 5, §§53003(c)(8), 53004, and 53006

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

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

EEO Data Collection

The District allows applicants and employees to identify their gender (including binary options), ethnic group identification, and, if applicable, their disability status as prescribed by the State Chancellor, consistent with state and federal law (EEO Data).t Di(s)-4 (t)JTJ 0.005 Tc Tit(Di.1 (w.

3. Disability Identification

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

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

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

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

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

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

Voluntary Submission of EEO Data

Applicants provide their EEO Data voluntarily during the application process and are not required to respond. There may be a significant number of applicants who decline to identify their protected class category status with the District. The data is maintained confidentially and separately

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

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

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

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

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

Studies show thapr U1 Tw 8.09 0Td 49 w3cta

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

Executive/administrative/managerial

Faculty and other instructional/counseling staff

Professional non-faculty

Secretarial/clerical

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

Demographic Group	Community Demographics		

Analysis of Adverse Impact by Monitored Race/Ethnicity Group:

Table D data shows that adverse impact by monitored race/a o5sr2.Lsbyna gve1 (m)4 (uo5sr2p uo5sr2nddv)7 (e (d (s)6 (t(s)6 (Ee)6 (/)

Plan Component 12: Methods for Addressing Underrepresentation

The District addresses the EEO Best Practices and Multiple Methods and employs, equity, inclusion, accessibility, &

EEO PLAN COMPONENT 13
 DISTRICT & COLLEGE ACTIVITIES
 DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITY

Developed in collaboration with Liebert Cassidy Whitmore

		What/When	Effectiveness Metrics & Review
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- x This template includes a comprehensive list of all non mandatory strategies provided in Title 5, Section 53024.1, as well as additional suggested strategies generated by the DEIA Task Force. Districts may also draw from locally-developed strategies.
- x Strategies are organized under the following categories:
 - ¾ pre-hiring
 - ¾ hiring
 - ¾ post-hiring
- x While no specific strategy is mandatory, the EEO Plan must include at least one strategy from each category.
- x To use this template:
 - ¾ delete strategies that your

		What/When	
PRE-HIRING			
<p>Provide training to employees, students & trustees* *This applies if you are planning training that goes beyond mandatory training for hiring committees. (53024.1(d))</p>	<p>HR EEO Officer Risk Management</p>	<p>Y1- Y3 EEO & DAt training is included in the New Employee Orientation (NEO) held yearly. Mandatory Sexual Harassment & Discrimination Training is mandatory and required of all employees in accordance with SB 1343. Training is conducted yearly and coordinated by the Management Office.</p>	
<p>Convey in publications and website the district's commitment to diversity & EEO. (53024.1(j))</p>	<p>HR EEO Officer</p>	<p>Y1- Y3 Updated EEO Plan adopted by the Board of Trustees and distributed via the CCSF HR website, include in Employee Handbooks, New Employee Orientation, and in the Search & Screening (Hiring) Committee Orientations/trainings where applicable. Ensure the District's Diversity Statement is included in all applicant</p>	

IMPLEMENTATION

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action in all instances where a

		What/When	Effectiveness Metrics & Review
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opportunity; the EEO Plan requirements; the District's policies on nondiscrimination, recruitment, and hiring; elimination of bias hiring decisions; principles of diversity and cultural responsiveness; the value of a race conscious, anti-racist, diverse workforce; and the District's commitment to equity and justice.

Conduct data analysis on applicant and workforce to evaluate areas of improvement and areas of needed improvement (adverse impact & underrepresentation)

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