

2020-21 4CD Workforce Diversity

Section 1: Introduction

In 2016, the District Office Human Resources (DO HR) Department began to address annually the topic of workforce diversity for the Governing Board. Over the years, students, staff and community members have become increasingly interested in this work. Further, diversity and inclusion work has become more prominent within the Contra Costa Community College District (4CD). At the same time, social justice movements have permeated into mainstream dialogue.

Regarding this report, the common question most often asked is why this report is presented at a public session of the Governing Board meeting. DO HR acknowledges that 4CD wants to understand the purpose of this presentation. DO HR also wants to convey the true intention of this report. There are individuals that believe this presentation is a symbolic gesture; some perceive this practice as an opportunity to spotlight individual contributors; give accolades to the human resources team for its efforts; or contrast college location employment. These reasons, however, do not address the impetus for the annual presentation to the Governing Board, 4CD family and external community. The DO HR Department voluntarily began this annual tradition through its intention of being mission-driven, altruistic, and inspirational.

Why are we sharing this report?

4CD works diligently to offer full access and degree attainment to all of our students. We want to help students achieve their educational goals. The DO HR Department serves as a partner to the larger institution in order to meet the aspirational values espoused in our purpose, mission and vision. DO HR shares employment information to further the actions of the HR team, 4CD leadership, Governing Board, colleges, 4CD family. In this way, DO HR annually rededicates itself to diversity, equity and inclusion (DEI) objectives.

In addition, we utilize this platform to serve as another opportunity to continually place the topic of DEI in the forefront of our collective consciousness. Further, we purposefully stimulate a continuous conversation to address the realities of evolving our organization's development of a diverse workforce to help achieve equitable student success outcomes and empower students to transform their lives through advantages of higher education. Three major elements of our District Strategic Plan's guiding directives serve as the primary focus. First, we want to improve student learning and completion across 4CD colleges (Strategic Direction #1). Second, we are working to help build and sustain the institutional framework that will close the equity gap for all students (Strategic Direction #2). Third, we are working to create a thriving environment for employee and student engagement throughout 4CD (Strategic Direction #4).

Why do we present this report annually? We do it for students.

The United States Census experts predicts by the middle of this century, Whites will no longer be the largest racial group in the United States. This country will no longer have any racial or ethnic group that constitutes more than fifty percent of the national population. In American society, we are also witnessing greater numbers of people befriending, dating and marrying across racial and ethnic groups. These relationships will produce a blended or multi-racial generation of students. People in the LGBTQ+ community are classifying gender differently. Therefore, the ways in which people identify into our current system of limited demographic classifications may likely broaden over the next 10-20 years. It is expected that the demographics of future generations will be vastly different from what is observed today and people in the future will likely identify themselves in new ways. As an institution of higher education, 4CD must make major organizational changes to serve the dynamic citizens and world.

Many experts have expressed that higher education plays a monumental role in preparing future generations of students to live and work collaboratively in this pluralistic global society. Diversity in academia has remained elusive and difficult for many colleges and universities to achieve throughout the United States for decades. This country is in the middle of a renaissance to make this transformational shift in its educational institutions and accept the inevitable and evolving changes in the population demographics.

Researchers have explained that diversification of staff and faculty will prepare students to be successful in a largely diverse global society. They have found that faculty diversity can impose powerful and positive impacts on students. Most importantly, underrepresented staff members are often more thoughtful about creating a comfortable environment, offering extra support and mentoring students who might be the first in their family to attend college.

Research Literature Findings

Sylvia Hurtado and Chelesa Guillermo-Wann (2013) found diverse faculty can help cultivate a sense of belonging, interpersonal and academic validation, social identity awareness, and habits of mind for life-long learning as key factors for success. William B. Harvey recommends that underrepresented communities should be brought into educational institutions to enrich and refine curriculum in order to educate our students on America's racial and ethnic history and allow our students to see themselves in the curriculum (Harvey, 2011). The presence of racialized managers, administrators, leaders and faculty and classified professionals in educational settings will display in the academy evidence that we can employ talented role models from diverse groups. These individuals will be able to make decisions, conduct performance appraisals, oversee tenure review, implement policy, participate in shared governance, establish processes, attend to substantial matters as admission requirements, financial aid policies, funding decisions and curricular offerings. In a recent report, Errick A. Farmer and Adriel A. Hilton write that for African American males to succeed in college, they need peer support, a

strong campus services support system, and genuine faculty support. African American and Latinx students expressed a need for faculty-student relationships to navigate their new surroundings. A Pew Research Center study found that students of color are more motivated and have loftier goals for college when their teachers look like them. They also found that performance gaps between underrepresented students and their peers – in terms of dropout rates and grades – fell by 20% to 50% when they were taught by underrepresented professors.” (Weissman, 2019)

Fairlie et al. (2011) concluded that diverse students perform relatively better in classes when instructors are of the same race or ethnicity. In addition, the class dropout rate was lower for African American students when taught by an African American instructor. Researchers noted there was a greater impact on younger students based on the racial identity of the instructor. These results suggest that the academic achievement gap would narrow between white and non-white students by hiring more non-white instructors. Greater research is recommended by these scholars to improve overall student outcomes. Faculty diversity is particularly low in science, technology, engineering and math (STEM) at the top 40 public universities and should be improved.

McKinsey & Company’s January 2018 report, “Delivering through Diversity” concludes, “Many successful companies regard I&D as a source of competitive advantage. It makes sense that a diverse and inclusive employee base - with a range of approaches and perspectives - would be more competitive in a globalized economy.”

Notably, academia is facing drastic employee turnover and retirements during this period in the labor market. America has a unique opportunity to create a new workforce paradigm that is more representative of the student population, hire people who possess excellent cultural competence skills, and racial sensibilities to advance student success and future discourse. (Gaff, 2000)

What does this mean from a human resources perspective you may ask? What can our human resources professionals do to facilitate our organizational progress in the midst of shifting demographics? Human Resources professionals seek new employees who possess the cultural competence to increase student success, eliminate inequities and create conditions for equal access. We search for job candidates who apply diversity, equity and inclusion principles in their career, job performance and interactions with colleagues on a daily basis. We also seek talented people who understand the importance of serving as advocates for historically underserved students, deeply understanding their strengths, challenges and lived experiences. We need to identify staff who are dedicated and thoughtful about their involvement in hiring, concerned about students, rethink their own personal responsibility in the college community, and assertively optimize employee selection tactics to acquire this kind of diverse talent when involved in hiring. Our critical 4CD objective is to hire new employees that focus on student success.

Simultaneously, the Human Resources Department is also responsible to concentrate on the importance of creating a dynamic organizational culture that

engages all its members through our practices. Our team is involved in laying the groundwork to create a climate that supports inclusivity. Hence, we encourage colleagues to join with other employees and students in a manner that makes people feel acceptance, belonging, and valued in our institution. Opportunities are deliberately created for our college community members to express their positive ideas, constructive opinions so they can feel heard and contribute to outcomes in the workplace.

Most importantly, we stimulate our management to understand that in order to enjoy success, we must integrate diverse employees into the fabric of the organization to realize a truly inclusive workplace. This transformational shift occurs in the organizational climate, when there is a change in the way that people interact with each other at work. "Traditional stereotypes can be debunked, and people can start to really interact in much more authentic ways regardless of one's social category, membership, race or gender". Categories are no longer predictive of how successful someone can be within the organization. Employees can perform at their optimum level, interact authentically and openly engage with one another, when we create a climate of psychological safety for employees to reach their highest potential. (Nishii, 2019)

Over this last academic year, we spent time listening to a variety of groups to understand the perspectives and interests of our colleagues and clients. This past year, our leaders and human resources staff have met with affinity groups, allies, unions, senates, individual employees, job applicants, employee committees and community members to better understand their concerns and how we can enhance our college district. In addition, Chancellor Bryan Reece has launched two professional associations for people of African descent, and Latinx professionals. We are excited to know that an Asian Pacific Islander affinity group will be forming a professional association soon in August/September 2021. We also expect that employees may want to create additional affinity groups for the LGBTQ+, veterans and people with disabilities communities.

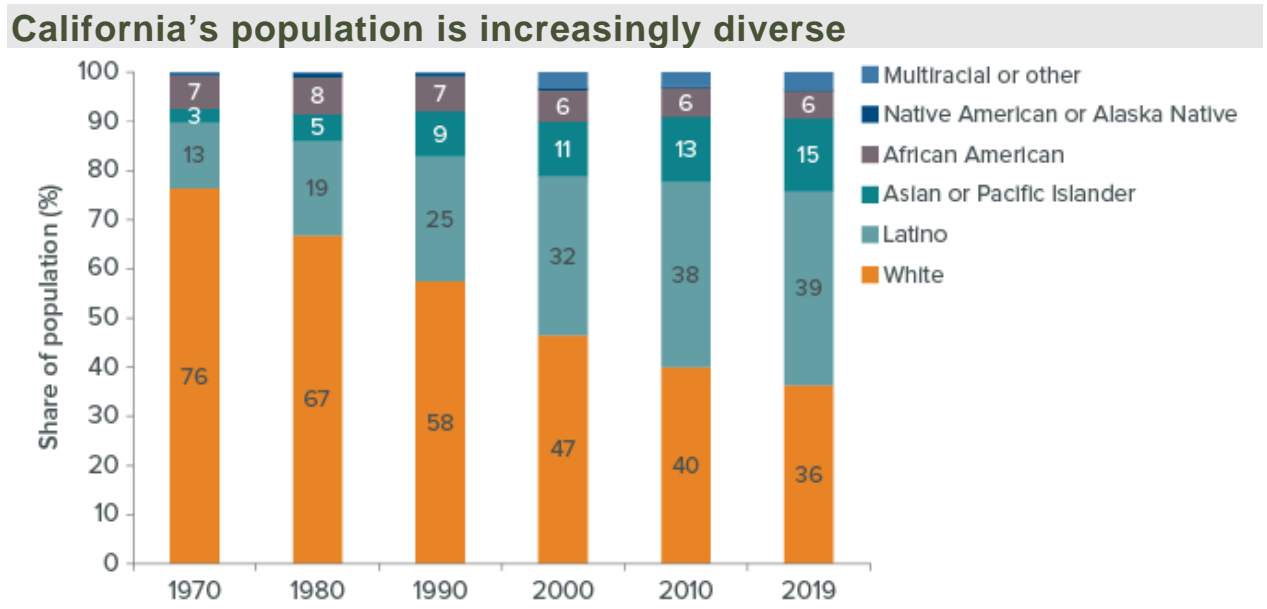
"There is evidence from the business sector that prioritizing D&I as a core value is sound management. McKinsey research has consistently found that businesses with top-quartile diversity on executive teams were likelier to have superior results; in the latest results from the 2019 study, companies with top-quartile ethnic and gender diversity were 36 percent and 25 percent, respectively, more likely to have above-average profitability. While the analogy between executive teams and higher education administrations is not precise, it is likely that campuses, like C-suite, would benefit from a diverse leadership composition." (McKinsey, October 2020)

Section 2: Our History

The history and patterns of workforce demographics has its origins in human migration, immigration and birth rates of people residing in our region. Scholars often discuss how societal conditions, economics, political events, civil unrest, environmental climate change, and human exploration for a desirable quality of life define the movement of the population and ultimately the labor force. As one can

imagine, the population in California was quite homogenous when 4CD first opened its doors in 1948. European Americans made up 93.6 % of the population in the State of California according to the census of 1950 and only 8.5% of the population in Contra Costa County identified as non-white.

Due to a number of factors, California has experienced a tremendous demographic shift to become the most diverse state in this country. 39% of the state residents are Latinx, 36% are White, 15% are Asian Pacific Islanders, 6% are African American, less than 1% are Indigenous people and 3% are Multi-Racial or Other according to the 2019 American Community Survey. No race or ethnic group constitutes a majority of California’s population. Latinx is the largest ethnic group in the State of California. This group experienced its greatest growth in the 1990 - 2000 census. In 2014, the Latinx population surpassed the White population in size. Over several decades, Whites have experienced a steady decline due to the population group growing older, a reduction in birth rates and people relocating residency outside the State of California.



SOURCE: IPUMS 1970–2000, 1% versions of each decennial census, including the 1970 Form 1 metro sample. American Community Survey 2019.

During the last 2010 census, Contra Costa County recorded that the population was 47.8% White, 24.4% Latinx, 14.2% Asian, 8.9% African American, 0.4% Native Hawaiian and Other Pacific Islander, 0.3% Indigenous, 0.3% Some Other Race.

4CD - Employee Distribution by Race and Ethnicity

The Contra Costa College workforce is 38% White, 19% Latinx, 18% African American, 15% Asian Pacific Islanders, 6% Other/Undeclared, 5% Multi-race, and >1% Indigenous people. Whites hold the greatest number of jobs in the full-time faculty, part-time faculty and management categories. 4CD notes Asians are attaining more positions as full-time faculty and African Americans prominently

occupy part-time faculty positions. Latinx workers are the largest ethnic group of classified professional employees on the campus. A great deal of turnover has occurred in the management positions at CCC; therefore, it is difficult to clearly observe a pattern in hiring for this employee group on campus.

The Diablo Valley College workforce is 57% White, 13% Latinx, 13% Asian Pacific Islander, 7% African American, 7% Other/Undeclared, 3% Multi-race, and > 1% Indigenous people. Whites hold the greatest number of jobs in the categories of full-time faculty, part-time faculty, management, classified professionals. Asian and Latinx employees are the largest racialized employee group occupying the full-time faculty jobs at DVC. Asians are also occupying the part-time faculty jobs at the highest rate behind White employees. African American, Asian Pacific Islanders and Latinx employees are occupying the management positions at DVC at similarly low rates. Latinx employees are the largest group of racialized workers occupying classified professional positions on campus.

The Los Medanos College workforce is 48% White, 20% Latinx, 12 % African American, 7% Asian Pacific Islander, 3% Other /Undeclared, 3% Multi-race, and > 1% Indigenous people. Whites hold the greatest number of jobs in full-time faculty, part-time faculty, management and classified positions. Latinx employees hold the greatest number of full-time faculty and classified professional positions of the racialized workers and are close to becoming the second highest ethnic demographic group to occupy part-time faculty positions, above the Asian Pacific Islander group. African Americans rank as the second highest racialized group for full-time faculty jobs. Asian and Latinx have similar numbers of people occupying the management level positions at LMC.

The District Office workforce is 47% White, 23% Asian Pacific Islander, 11% Latinx, 10% African American, 7% Other/Undeclared, 2% Multi-race, and >1% Indigenous people. Whites hold the greatest number of jobs in management and classified. African Americans hold the greatest number of management jobs of the racialized employees. However, these management numbers are distorted because confidential human resources jobs are included in the management group. Asians are the largest racialized group occupying the classified jobs in the District Office and the second largest racialized group occupying management jobs.

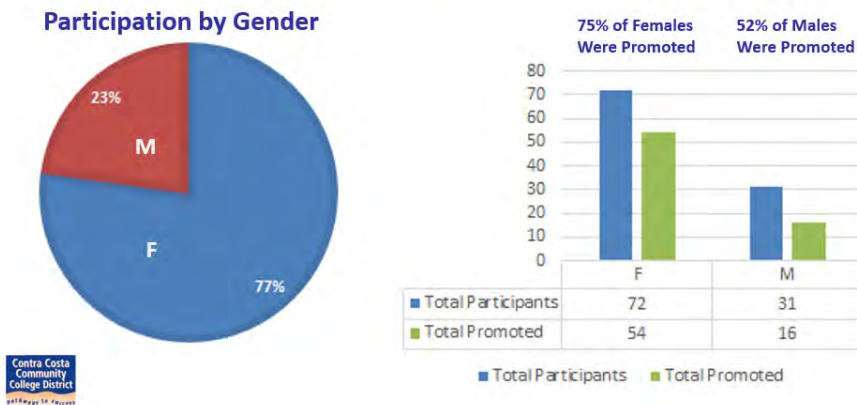
It is clear that gaps exist within the management and faculty positions. Yet, when hires rates across all demographic groups are reviewed over the last five years (2016-2021), no ethnic group shows a pattern of exclusion from the hiring process. Although, numerous applicants are recruited for 4CD every year, our marketing to potential applicants must be broaden in order to diversify our future applicant pools.

Success with 4CD Leadership Institute

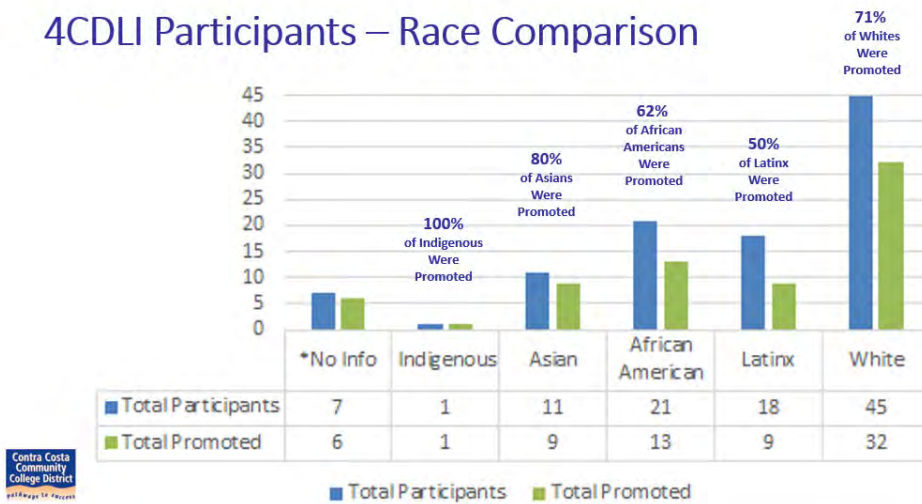
4CD created a successful grow-your-own program in 2010 entitled, the 4CD Leadership Institute (4CDLI). This professional development program was held every other year and was offered to classified professionals, confidential employees,

supervisors, managers, and faculty. The purpose of the program was to provide a comprehensive professional development opportunity over a six-month period. The participants met once every month in order to become fully immersed in the experience. Intensive training seminars were facilitated by the leaders in the 4CD Chancellor's Cabinet. College presidents, chancellors and other leadership representatives from numerous California Community College Districts around the state were invited to share their knowledge with 4CD staff. The objective of 4CDLI was to provide a leadership learning opportunity that would better prepare our employees for upward mobility in the California Community College System. We had 103 employees participate in the program and 70 participants (68% of the people) were promoted to higher level positions as a result of completing this program.

4CDLI Participants – Gender Comparison



4CDLI Participants – Race Comparison



Section 3: Our Future

Across the nation institutions are wrestling with questions about resolving historic and systemic inequity, racism and promoting modern inclusion. Institutions are focused on training employees on implicit (unconscious) and explicit (conscious) bias in the workplace. Specifically, steps need to be taken to repair generations of social and economic trauma caused by discriminatory governmental policies. What does work supporting equity, inclusion, and healing look like, how do institutions measure progress, what factors determine success, and how does an institution celebrate small successes without undermining the long-term goals?

Inequity and division arose nationally and are well established and embedded within our institution under the framework we use today to create policy, evaluate programs, and this continues to perpetuate existing systems of inherent and explicit bias. The goal is to generate meaningful and long-term resolutions that respond to questions about the systems that perpetuate inequity and all forms of bias, including racism within an institution. "We cannot solve our problems with the same thinking we used when we created them." (A. Einstein). As a community, it is essential that 4CD works together to consider and build a new framework and determine what lens will be useful in order to advance progress toward greater employment equity.

Closing inequitable employment gaps is a multidimensional problem, and cannot be fully addressed within a single report, and requires continued meaningful engagement. A substantial step toward addressing inequity caused by these multigenerational ills is to recognize the real experienced trauma, its continued ill effects, admit that this work is long overdue and what has been done previously is not enough. Measurable goals are necessary and must become a commitment. Community Colleges have an important role in addressing systemic intergenerational inequities. Notably, 4CD is working hard not to replicate the problem in future generations. "Aspirations for social equity and transformation of students' lives have been the heart and soul of higher education from its inception." (DEI Matters, Mitchell, T., Educase.edu, May 2020). Yet, putting an end to systems that perpetuate inequity only prevents additional harm; it does not help to repair the long-term harm that has already occurred that is transmitted between generations.

A substantive goal for 4CD is to ensure that its students have career outcomes, and find employment in positions that reduce socioeconomic disparities. Equally important is the role of 4CD in preventing all forms of bias that continue to perpetuate cycles of inequity. Within the overarching economic justice goal are embedded racial and social justice goals. Students need to see people like them doing work that perhaps they have not seen before, or thought of before; representation matters. Representation directly impacts the economic cycles of inequity as it provides opportunities for inspiration, mentorship, and vital networking. From a social perspective, representation matters because diverse points of view help dispel inequitable systems and foster inclusive environments.

Gaps in representation clearly exist within the 4CD community. The most pronounced gaps in representation clearly appear when employee groups are examined. Charts that examine 4CD and representation are included in Appendix A and include managers, full-time faculty, and part-time faculty. Representation within faculty employee groups (full-time and part-time) is an area that can be prioritized in the mission of 4CD to grow a more diverse and inclusive workforce, while also ensuring that repeating economic cycles of inequity is combated. Students have the greatest opportunity to see and learn about career opportunities available to them in the classroom and can make informed career and educational choices by building relationships with the faculty they interact with on a daily basis.

Still, in order to build a diverse workforce, including improving faculty diversity, 4CD must be willing to address the underlying factors of why, despite current efforts, this has not changed over the course of multiple years (reference Section 2). Here, it is important to acknowledge and admit this is a function of generations of inequity that predate 4CD. It is, however, our responsibility to work to remove, and a take responsibility to remove the results and continued occurrences of implicit and explicit bias within the hiring process. Solutions to address the current circumstances must arise from an honest examination of what has been done that has not resulted in the desired improvements, new initiatives must be built that have not yet been attempted, and a thorough examination of where implicit and explicit biases exists within hiring practices and procedures must be examined. Of critical importance will be community engagement to set measurable goals and accountability for those goals.

Closing employment equity gaps is only partially resolved through hiring practice reforms. Equally, if not more crucial is 4CD's internal work of creating an organizational culture that promotes inclusion and healing. Creating an environment with a culture of inclusion is an essential ingredient to overcoming representational inequities. "We might think the ultimate goal is simply to see more diverse representation in certain jobs, but the reality is that the experiences of people in those jobs continue to be different for some, including men and women of color." (DEI Matters, Educause, 2020). We may successfully hire more diverse staff; however, if the culture is not inclusive, or the experiences of Black, Indigenous and People of Color (BIPOC) in positions are unpleasant, those hired will leave their positions. 4CD must ensure it has a strong culture of inclusion where employees are able to find and comfortably share their voice and feel heard, and have their experiences honored. (Importance in Diversity within Higher Education, Northeastern University, 2021).

In summary, to achieve the best future for 4CD, recognizing diversity, equity and inclusion gaps requires the multidimensional approach that follows.

1. Increase Diverse Representation
 - a. aim for equitable representation by working to increase overall diversity in hiring, as well as examining hiring processes and procedures for implicit and explicit bias
2. Create a strong culture of inclusion within 4CD

- a. recognize that BIPOC experiences are different from their peers in similar positions
- b. create a culture where employees are able to find and comfortably share their voice and feel heard, and have their experiences honored.

Section 4: Our Plan

Diversity, Equity, and Inclusion (DEI) Activities in 2020-21:

Over the past year, 4CD has been engaged in the efforts listed below to support its goals of those of the Governing Board in developing and sustaining a diverse workforce while promoting inclusive hiring activities for all employee recruitments.

Best Practices for Diversity Hiring Implemented

The DO HR Department has continually improved the hiring process and implemented additional steps to advance its diversity efforts.

1. Chancellor Dr. Bryan Reece has developed and published an inspirational social justice statement that appears at that beginning of every job announcement for all classified professional, management and faculty job postings on the 4CD main website and all external advertisements. This messaging indicates to potential applicants the seriousness and interest in recruiting individuals that hold 4CD DEI values in high regard.
2. In the interview process, 4CD is working to ensure that all employees explain how their specific role and job performance will help 4CD bring equity, social justice, diversity, and inclusivity to the institution. In other words, 4CD would like applicants to explain how they see themselves contributing to this agenda. This method allows the applicant and our own employee interview panel members to reflect on the 4CD agenda and values. In doing so, each recruitment effort will slowly help to change the organizational culture and climate to become more inclusive.
3. DO HR staff continue to serve as EEO Officers on all faculty, contract administrator and management interviews. DO HR is also training staff to serve on all management interview meetings on the college campuses.
4. The colleges are including concepts in the job announcements, advertising, and interview questions to attract diverse applicants. Based on feedback, many applicants are applying to 4CD because of its focus on DEI work and values.

Classification and Compensation Review

The DO HR Department successfully hired a new consulting firm to work on classification studies. They are Mc Knight & Associates. DO HR has completed the annual Local One Reclassification Studies for this academic year and will soon initiate a review for the 2021-22 academic year. In addition, DO HR is studying current job classification for possible updates.

District Equal Employment Opportunity Advisory Committee (DEEOAC)

The DEEOAC encompasses college and 4CD representatives from classified professional, confidential, faculty, management, and student groups. Local community members are appointed by the Governing Board. The DEEOAC has met monthly since inception throughout each academic year to oversee the EEO Plan and 4CD recruitment efforts. The DEEOAC is an advisory body to 4CD's Associate Vice Chancellor/Chief Human Resources Officer. The DEEOAC's mission is to promote understanding and support of 4CD's equal opportunity policies and procedures. Additionally, the DEEOAC assists in the implementation of the EEO Plan in conformance with state and federal regulations. Last year, the committee worked on prioritizing 4CD interests to create its action plan.

Faculty Recruitment and Hiring

DO HR has been involved in the selection process of full-time faculty hiring. The department is responsible for conducting initial minimum qualification paper screening reviews, overseeing the recruitment process, and attending all job interviews and teaching demonstrations. This change has helped the colleges run recruitments more efficiently and effectively.

Flex Week Training for Faculty and Staff

A faculty hiring workshop on diversity is offered during Flex Week at each college for staff participating in the faculty hiring process. The workshop instructs faculty members on recruitment plans, job announcements, supplemental questions, interview questions, and the roles of paper screening and interview committees. These sessions are conducted by the Academic Senate and faculty union representatives.

PeopleAdmin Computer System Upgrades

The applicant tracking computer system provider for 4CD is PeopleAdmin. It has allowed 4CD to continue the use of the mobile app feature for applicants to use their personal cell phone to view 4CD job opportunities. In addition, 4CD has upgraded its system to include a job alert feature. This capability allows potential applicants to designate jobs of interest that may open in the future and save their preferences to our platform. The computer system will automatically send an e-mail notification alert when a new job of interest is posted on PeopleAdmin from the designated category to the personal e-mail address. On average, the DO HR system sends approximately 150 notifications per week to potential applicants that are interested in recently posted positions for future employment. This feature allows DO HR to more aggressively pursue applicants in the database system that show an interest in working at 4CD.

Selection Committee Diversity Training

As required by Title 5, DO HR ensures all selection committee members participate in diversity training before individuals serve in any phase of the selection hiring process for classified, confidential, contract administrator, faculty, management or supervisory recruitments. Employees gain an understanding of the spirit of the laws, history, and educational benefits of workforce diversity. Federal and State Anti-Discrimination Laws, such as Discrimination in Employment Act, and Proposition 209 are legal requirements covered in some detail. Employees have the opportunity to learn about best practices used throughout the State of California and apply this knowledge in their position. The role, responsibilities, formation of the selection committee, and development of the interview questions are discussed to protect the integrity and credibility of the process. Bias awareness is also addressed at the professional, personal and unconscious level.

Liebert, Cassidy and Whitmore attorneys provide several training sessions throughout the academic year, titled, "Hiring the Best While Developing Diversity in the Workplace: Legal Requirements and Best Practices for Screening Committees." The firm also shares recordings of their trainings for employees who were not available to attend the "live" meetings.

This workshop satisfies the Title 5 mandate that all persons involved in selection and screening complete training every two years. This requirement is echoed in 4CD's EEO Plan.

Virtual Job Fair

At Dr. Bryan Reece's request, the 4CD participated in the State Chancellor's first virtual job fair from January 28, 2021, to February 25, 2021 over *Zoom*. DO HR provided the participants with an introduction from Chancellor Reece and warm greetings from all three college presidents. The site hosted *Zoom* meetings with 4CD instructional deans to discuss upcoming job openings in the STEM arena, as well as other job openings. The DO HR team and other hiring managers chatted with potential applicants about job openings at 4CD. Materials were provided to all applicants to motivate them to apply to 4CD, such as: information about the colleges, employee benefits, salaries, current job opening listing, and job alert notification feature for future job postings, connection to our main career opportunities website, explanations on minimum qualification equivalency process and how to apply when with a foreign college degree.

Website Updates on Career Opportunities Landing Page

DO HR has updated its main career opportunities website this academic year. Applicants will find more detailed information about the colleges, directions on how to apply for job opportunities easily, and 4CD's commitment to social justice. Also included are *YouTube* welcome videos from each of the college campuses and an invitation from Chancellor Reese to invite candidates to apply who are mission-driven and interested in diversity, equity and inclusion.

What can be done to improve hiring process and better understand the challenges?

It is imperative that 4CD move in a positive direction to improve workforce diversity for the benefit of our students and our global society. This organizational transformation requires supportive leaders, infrastructure and motivated personnel to implement the necessary adjustments needed for these changing demographics. No single person, group or entity can make these changes in isolation. Diversity work is a collaborative effort that is not an easy feat. American societal systems of racism, discrimination, economic disparity and oppression are some of the powerful forces with deep, historical roots that impact this complex situation. To make progress, 4CD needs to understand that change is complicated by implementation of Proposition 209 and the defeat of Proposition 16. If someone is expecting quick fixes, s/he is probably not going to experience meaningful sustainable change. This is a continuous project improvement process. Our hope is to use the system of higher education as the primary mechanism for teaching and preparing our future citizens and leaders. In order to move the 4CD forward, it needs to take bold, progressive action and increase activities to do more. The question here is: Are we making progress in a diversity direction? Are we making progress moving toward a more diverse and inclusive work environment? We must take action now and heed this urgent call for change. Some ideas under consideration follow.

Recruitment Phase

1. Identify departments that are interested in using aggressive recruitment methodologies to attract job applicants (e.g., recruiting new applicants directly on college campuses, developing relationships with graduate student programs, cold-calling potential job applicants)
2. Create strategies to attract minoritized job applicants.
3. Building relationships with Indigenous, HSI, HBCU, API, and other institutions for the purposes of recruiting their students.
4. Recruit a cohort of professionals with a demonstrated record of success in teaching and/or service with diverse populations using cluster hiring practices.
5. A recruitment plan is developed for every hiring process managed by DO HR.
6. Create a "Grow Your Own "Internship Program to address the ongoing need to hire more diverse candidates for management and faculty openings.

Job Announcement/ Description Posting Phase

1. Continue work to develop model job postings for external advertising.
2. Review all new job classifications from a diversity, equity and inclusion lens to ensure the minimum qualifications and other features are appropriate and in alignment with 4CD goals.
3. Require a statement from all applicants explaining their commitment to diversity, equity, inclusion and/or social justice.

Paper Screening Phase

1. Continue efforts to ensure applicants possess diversity related experience and skillset.
2. Re-engineer the adjunct hiring process to ensure follow-up for all applicant pools.
3. Improve the equivalency process for faculty hiring

Hiring Committees

1. Establish selection committee composition procedure: 50% minimum of the members must be from diverse populations.
2. Invite members to the interview committee outside of the hiring location: use people from 4CD sister colleges, employees from other Bay Area colleges/universities and others outside of the community college system, or business professionals.
3. Track committee member's participation on interview committees. Be sure to invite in some new faces, new employees and perspectives.

Interview Phase

1. At the end of the process, applicants interviewed will respond to a survey so we can learn from their experiences of our selection process.
2. Establish a group of EEO Officers to serve on management hiring committees.
3. Committee possesses a willingness to interview over two days in order to expand the number of interviewees, and potentially increase diversity.
4. Insist that hiring committees ask multiple questions related to equity, inclusion, diversity and/or social justice.

New Employee Support

1. Match new employees with a mentor/coach when they begin with 4CD for retention purposes.

Organizational Development Work

1. Conduct a 4CD organizational climate survey.
2. Develop a DEI Integration Plan to meet goals.
3. Pivot attention on employee engagement and inclusion.
4. Move the organization beyond data review to action. 4CD is stuck in an "analysis paralysis" mode.
5. Offer 4CD training on Inclusivity, Civility and Cultural Humility. Management and staff internalize the principles of inclusion, the associated behavior, and employees held accountable through performance evaluations.

Human Resources Work

1. Update the *Uniform Selection and Employment Guidelines* and *EEO Plan*.
2. Conduct exit interviews for employees who voluntarily resign from their positions.
3. Address and evaluate resources, infrastructure, work-flow process, staffing and funding in the DO HR Department.
4. Implement the State Chancellor's Office, Call for Action-Vision for Success DEI Task Force Report Findings.
5. Identify priorities and establish measurable goals. Invite community groups to share perspectives.

Governing Board and Leadership Support

1. Give support for infrastructure, funding, organization changes.
2. Support DO HR Department to take meaningful action.
3. Embed DEI effort into performance goals for our leadership and board.

Latinx and African American Advisory Councils

In addition, we have also received feedback regarding this Workforce Diversity Report from the Latinx and African American Advisory Council for our consideration. We will continue this work over this next fiscal year and focus together on their concerns and questions while benefiting from their insights. Some examples of their comments are listed below

Latinx for Inclusion

1. We are looking at Districtwide data. We would like to see more data at the college level, as well.
2. We need to add more marketing and outreach into communities of color. External outreach in particular is extremely important.
3. Hiring results land at the feet of the Chancellor and the managers who make final hiring decisions.
4. We need to rethink as an organization - What does diversity mean? What does equity-mindedness mean?
5. We need to make sure that we have advocates sitting in on the paper-screening process.
6. Interview questions must address the applicant's equity skill and experience.
7. We must work directly with the groups that have connections with communities of color.
8. We need more recruiters and a strong outreach component. Only one recruiter is 100% dedicated to HR and that is a major problem.
9. We should consider developing outreach programs that use COVID money and submit for grants.
10. Gain perspective on how to have a team to implement the vision of the Board. Look at their job description. Make sure this is implemented NOW!
11. Develop side letter saying the unions are committed to making this happen.

African American Advisory Council

1. Create a chart depicting the combined ethnic groups. Currently, there is not a chart capturing combined ethnic groups in the report.
2. Create and include a chart depicting combined "racial" groups: (Asian, Caucasian, African American), to depict how African Americans fare in this District compared to other racial groups.
3. Include methods for measuring outcomes in the hiring policy to capture where we are today and where we are a year later, for example.
4. Include an analysis of data with comparisons to prior year data. Lack of analysis makes it difficult to see trends.
5. Include policy recommendations in the report. Policy recommendations based on data analysis are informative.
6. Implement assessments for diversity in training. Participants in the hiring process should be evaluated to determine whether they have acquired the skills and ability to be effective participants in the screening and scoring process.
7. Hiring committees should be comprised of 75% people of color instead of 50% as stated in the report. This ratio would be consistent with the student ratio in the 4CD.
8. Increase accountability for the formation and compilation of hiring committees. Each college president, District Office chief human resource officer, and the Chancellor should be responsible.
9. Create a policy to have community members serve on upper-level management hiring committees to increase diversity and racial representation.
10. Language matters. We need to create a glossary of mutually agreeable terms. We should eliminate terms like "minority", "majority" which exacerbates the idea of white superiority.

Based on our discussions over the past year, we would like to implement a 10-Point Plan as a next step in our continuous DEI efforts. Below is a **draft** of the proposed Plan.

10 - POINT PLAN

1. Require a minimum of 50% (75%) people of color on all search committee
2. Ongoing marketing of 4CD to external organizations that cater to unrepresentative groups
3. Increase staff, create a strong infrastructure and invest in HR to enhance recruiting
4. Implement "cluster hiring" employees with strong DEI knowledge, skills and abilities
5. Forge relationships w/Tribal colleges, HBCUs, HSIs, AAPIs for recruiting
6. Conduct exit interviews for staff who voluntarily leave & survey applicants and committee members
7. Update Uniform Employment Selection Guide and EEO Plan
8. Continue to transform 4CD into an inclusive organizational culture
9. Develop a 3-to-5-year DEI Human Resources plan
10. Add greater emphasis on equity-mindedness & DEI in interview and selection process



Section 4: Our Plan

2021-2022 Hiring Season	Future Hiring Seasons
Require that all management search committees require a minimum of 50% (75%) people of color	Require that all search committees require a minimum of 50% (75%) people of color
Develop relationships with organizations	Sustain and cultivate ongoing relationships with organizations
Create an organizational infrastructure for HR	Increase staff in specialty areas of HR and coordination with local HR
Organize STEM cluster hiring marketing effort	Continue with STEM cluster hiring marketing efforts & add other under-representative disciplines
Meet with at least two colleges and develop relationships for purposes of recruiting	Expand to a broader array of colleges that are known for graduating large numbers of underrepresented college students for recruiting purposes
Identify and implement a process for exit interviews and ability to analyze reasons why staff of color leave 4CD	Implement exit interviews and develop and administer survey of applicants and committee members
Update at least one plan	Update all available DEI related plans
Expect 4CD leaders to take action that affects culture change. Provide support to 4CD leaders (i.e. climate survey, reinstitute 4CD leadership series, professional development)	Continue with culture change lead by 4CD leaders
Develop a draft of a DEI Human Resources Plan	Finalize a DEI Human Resources Plan
Expand on recruitment and marketing materials, pose more DEI related questions	Keep expanding in this direction

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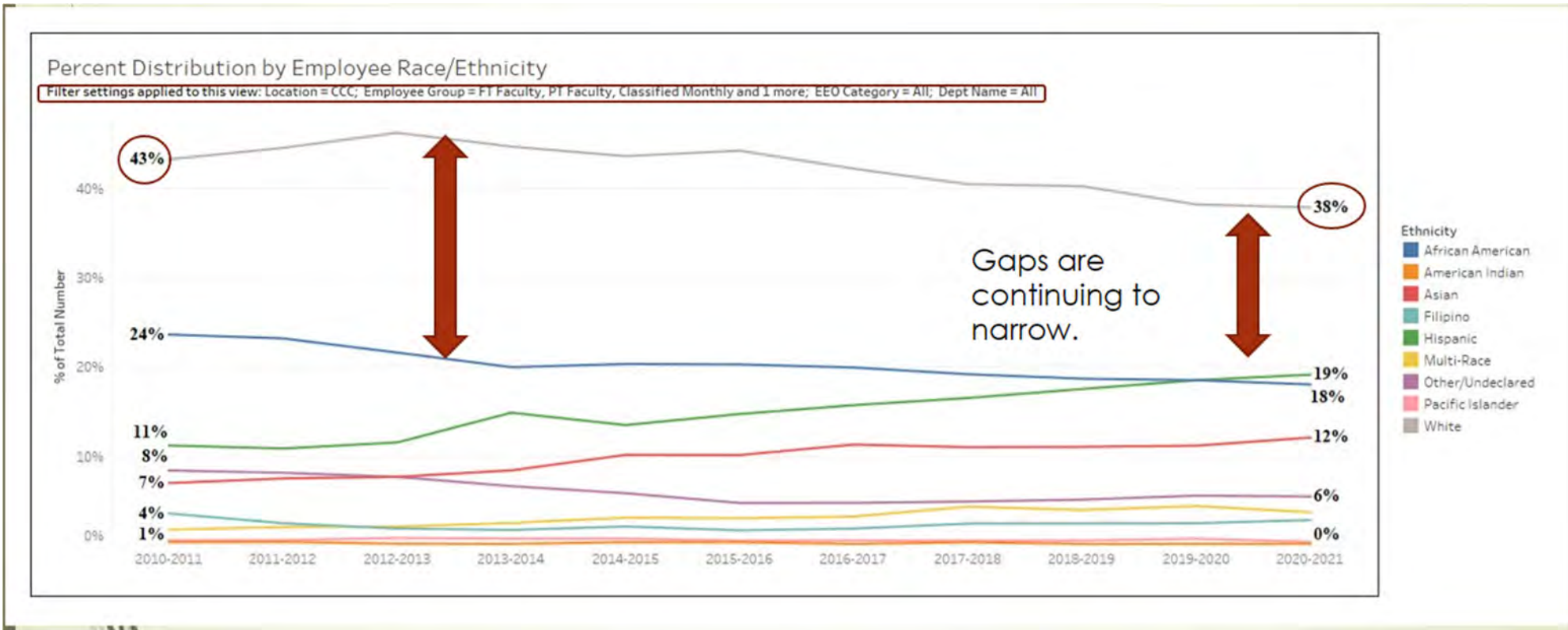
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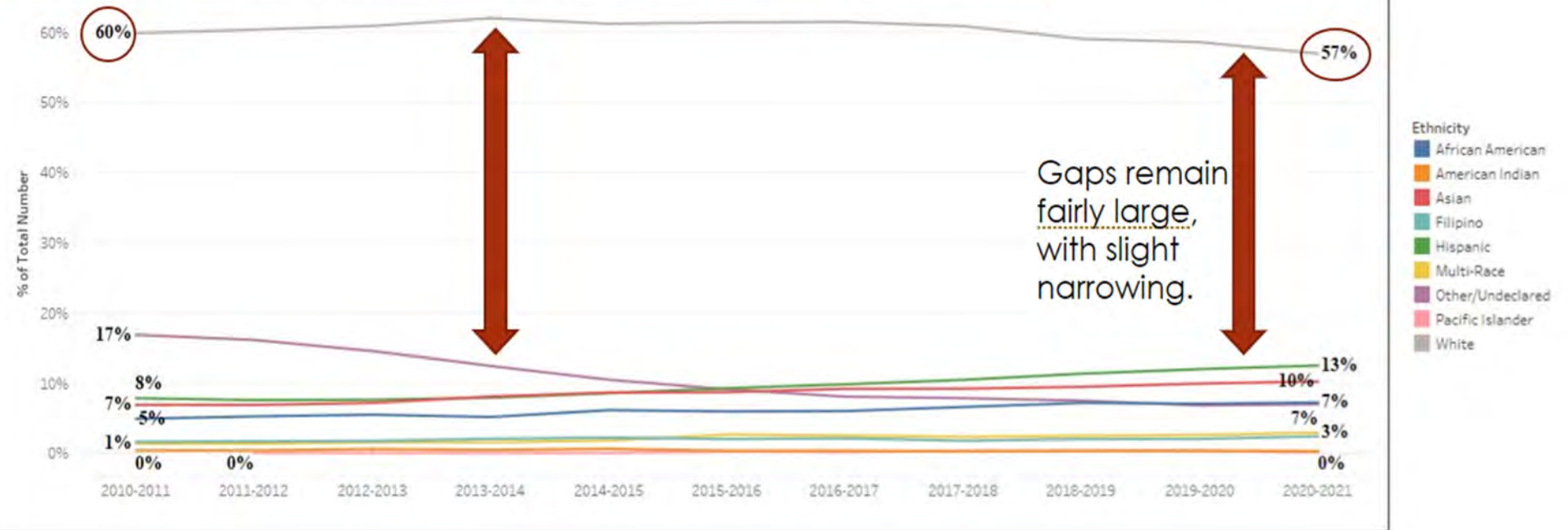
Appendix A: 4CD Race Ethnicity Trends 210-2021



CCC Employee Group Race/Ethnicity Distribution

Percent Distribution by Employee Race/Ethnicity

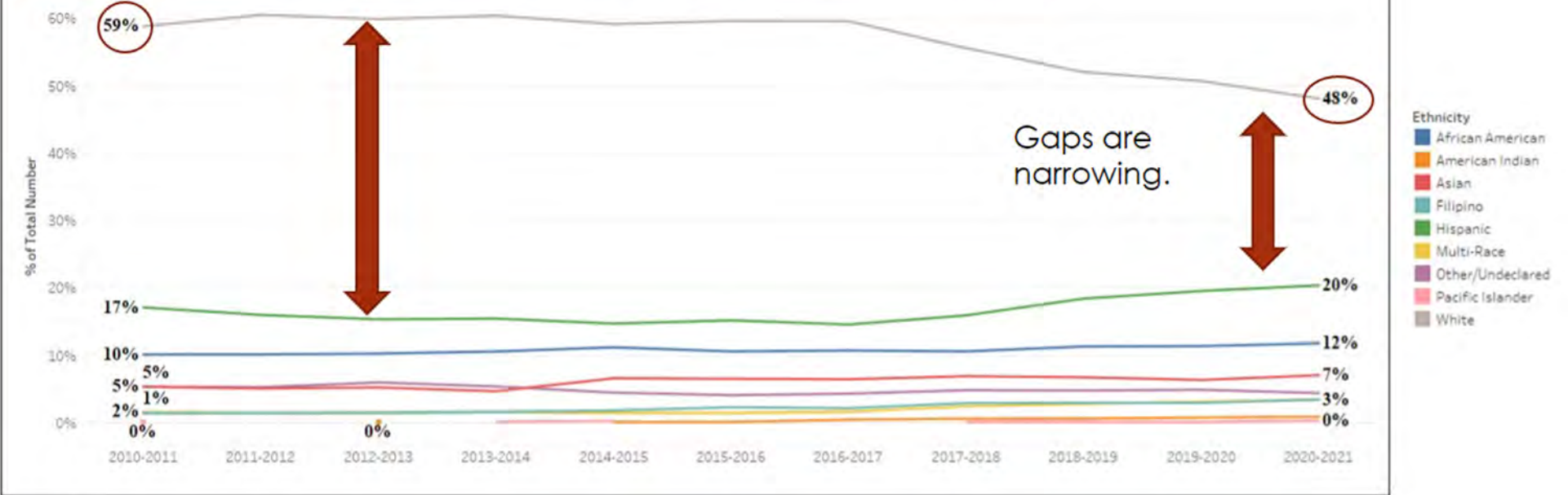
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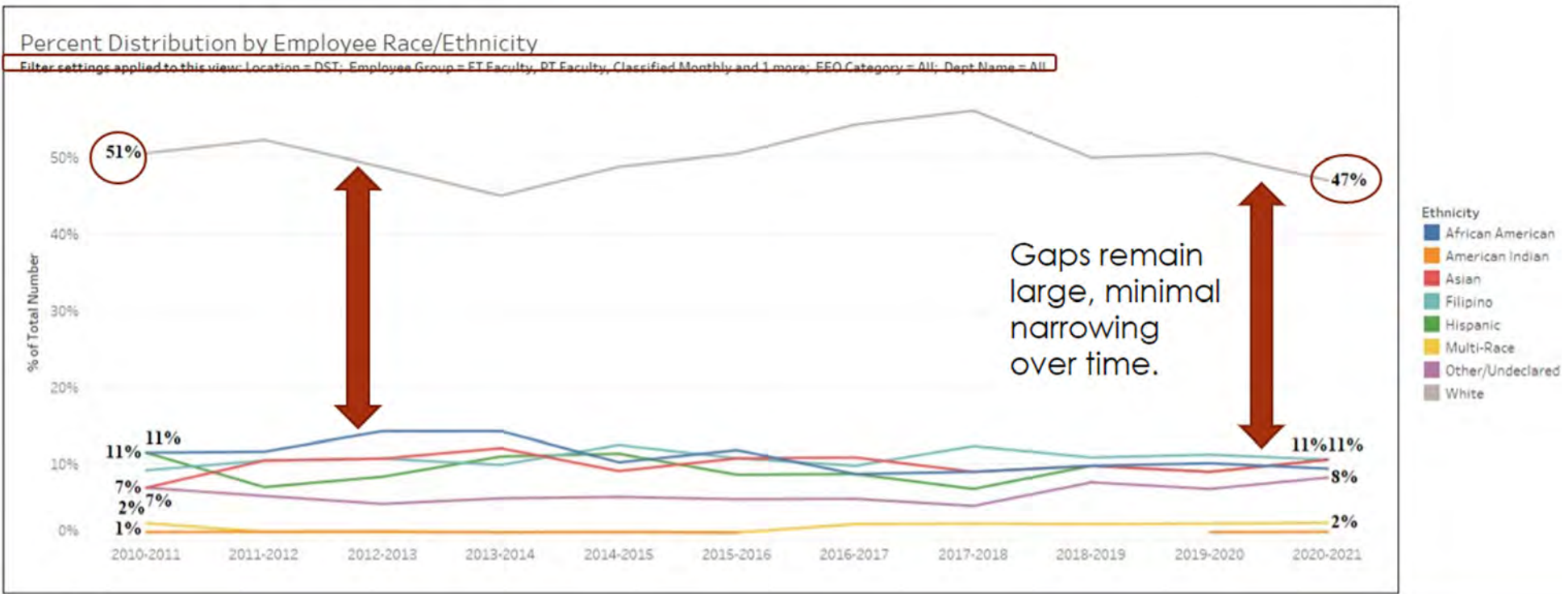
DVC Employee Group Race/Ethnicity Distribution

Percent Distribution by Employee Race/Ethnicity

Filter settings applied to this view: Location = LMC; Employee Group = FT Faculty, PT Faculty, Classified Monthly and 1 more; EEO Category = All; Dept Name = All

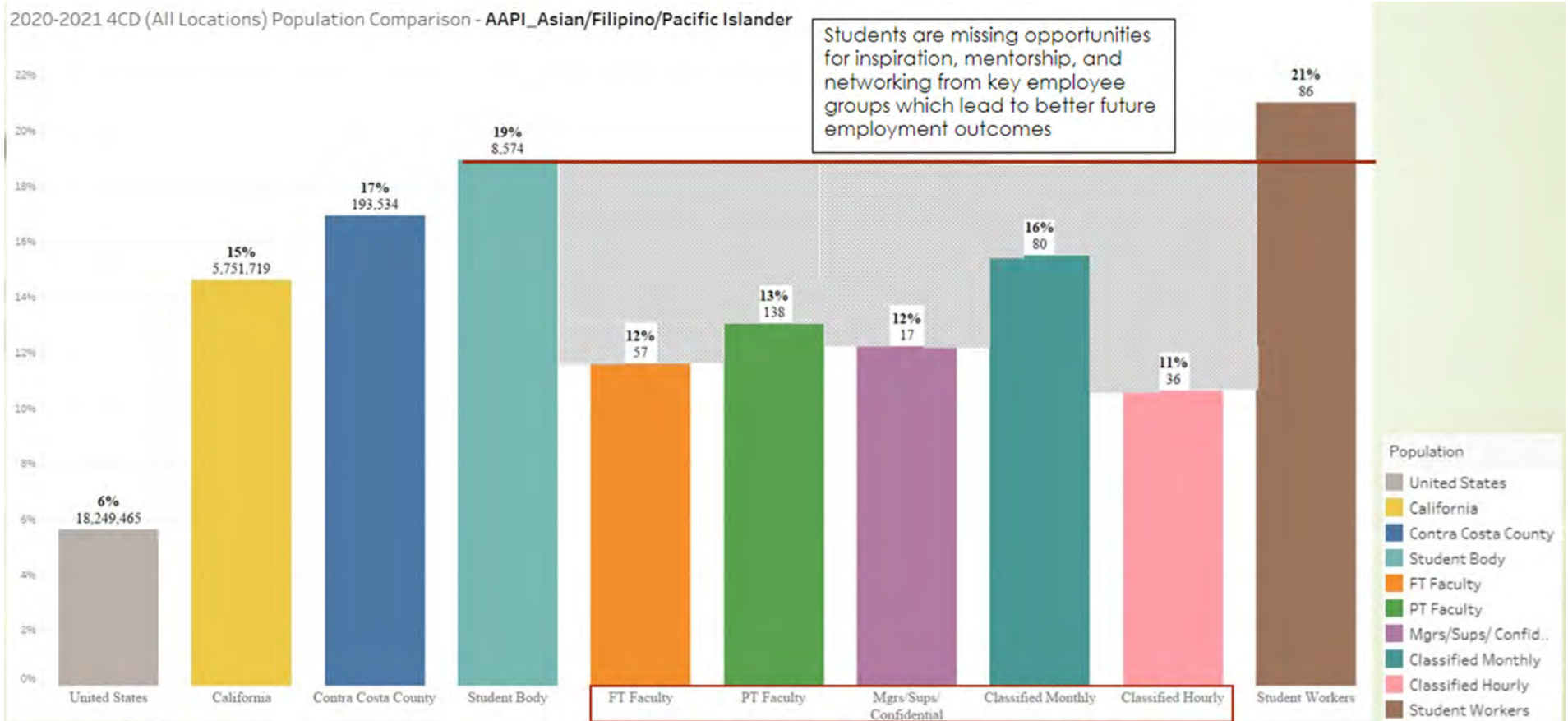


LMC Employee Group Race/Ethnicity Distribution

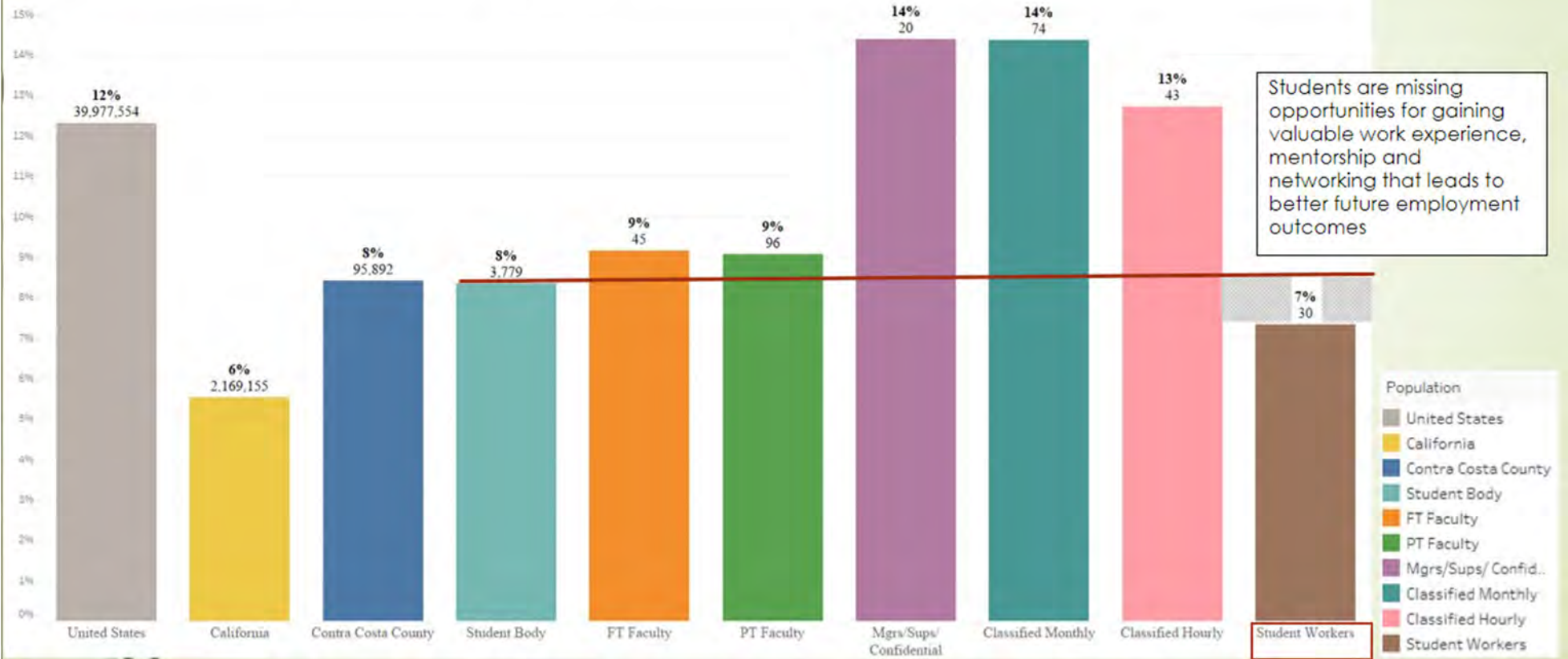


4CD Employee Group Race/Ethnicity Distribution

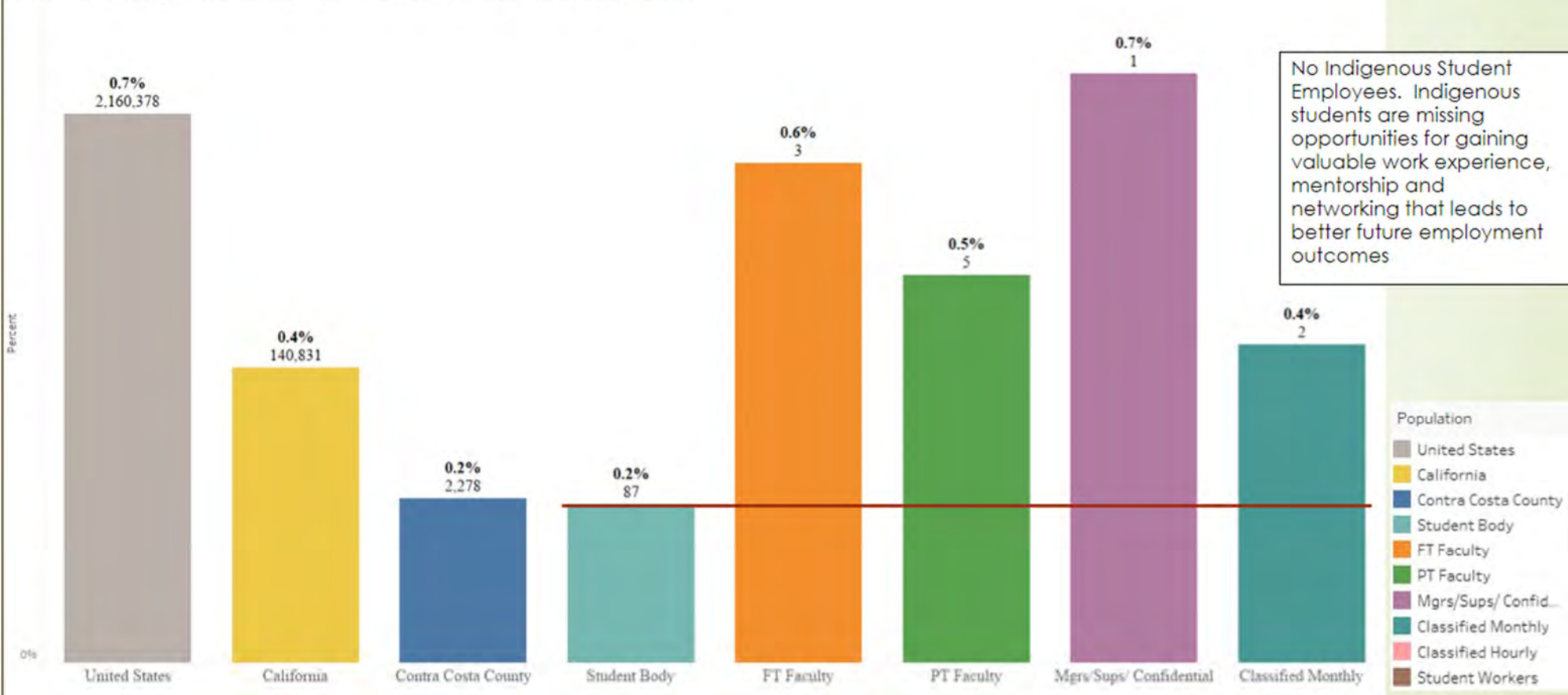
APPENDIX B: Employee Group Comparison Populations



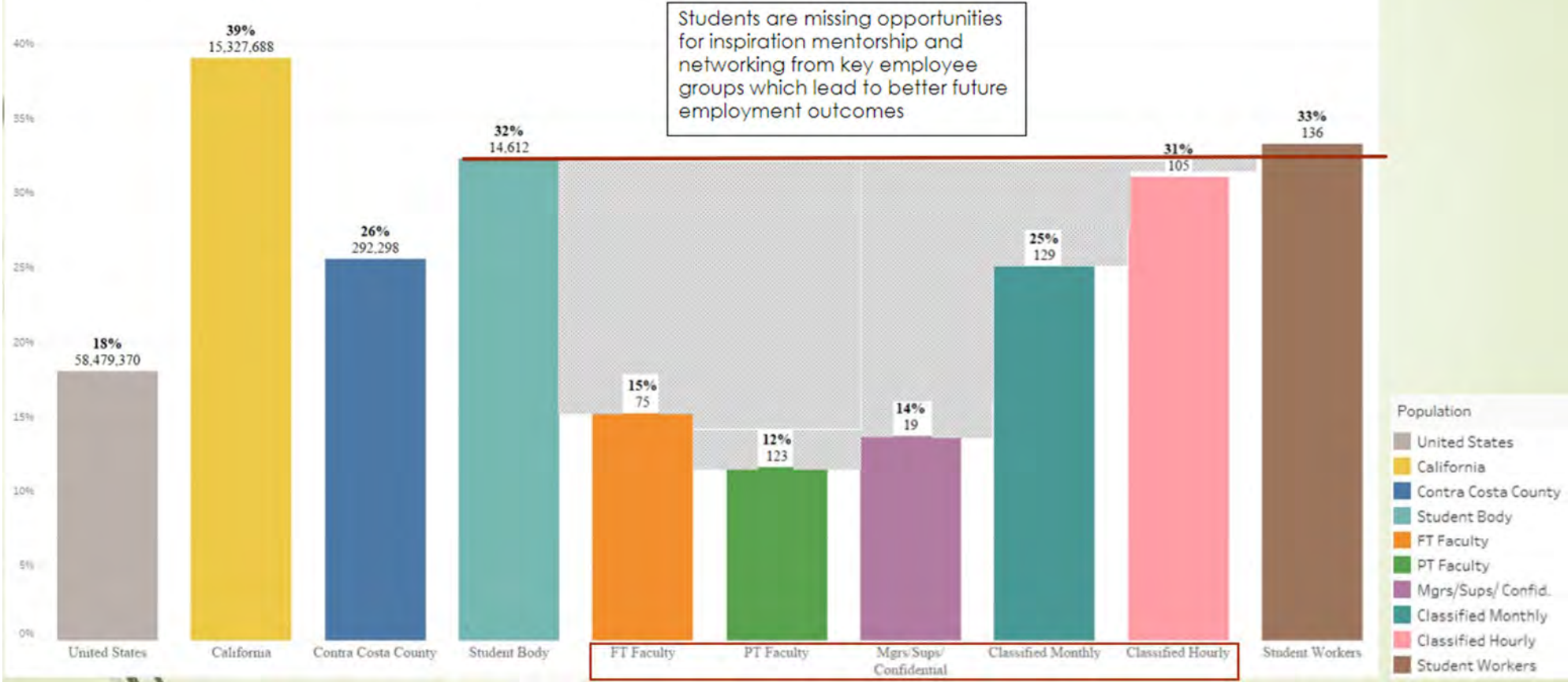
2020-2021 4CD (All Locations) Population Comparison - African American



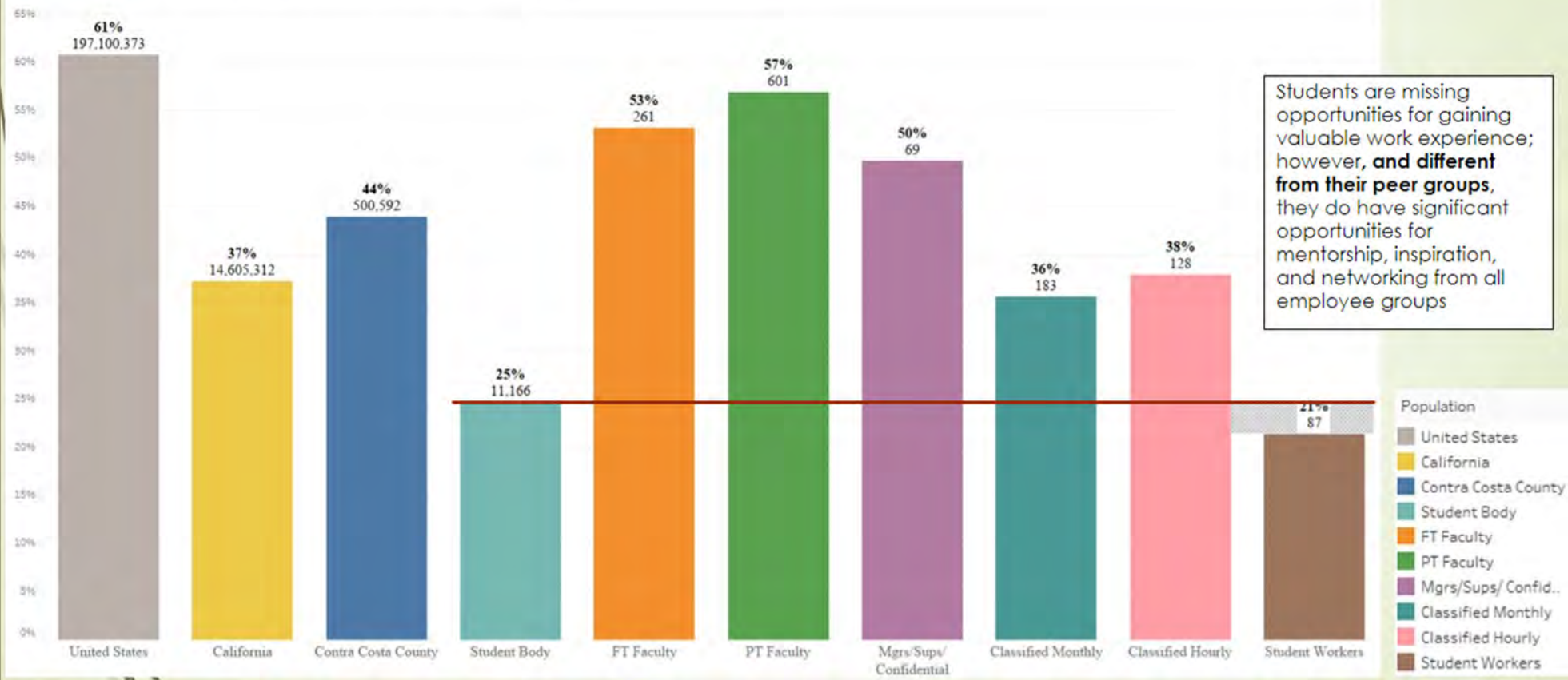
2020-2021 4CD (All Locations) Population Comparison - American Indian



2020-2021 4CD (All Locations) Population Comparison - Hispanic



2020-2021 4CD (All Locations) Population Comparison - White



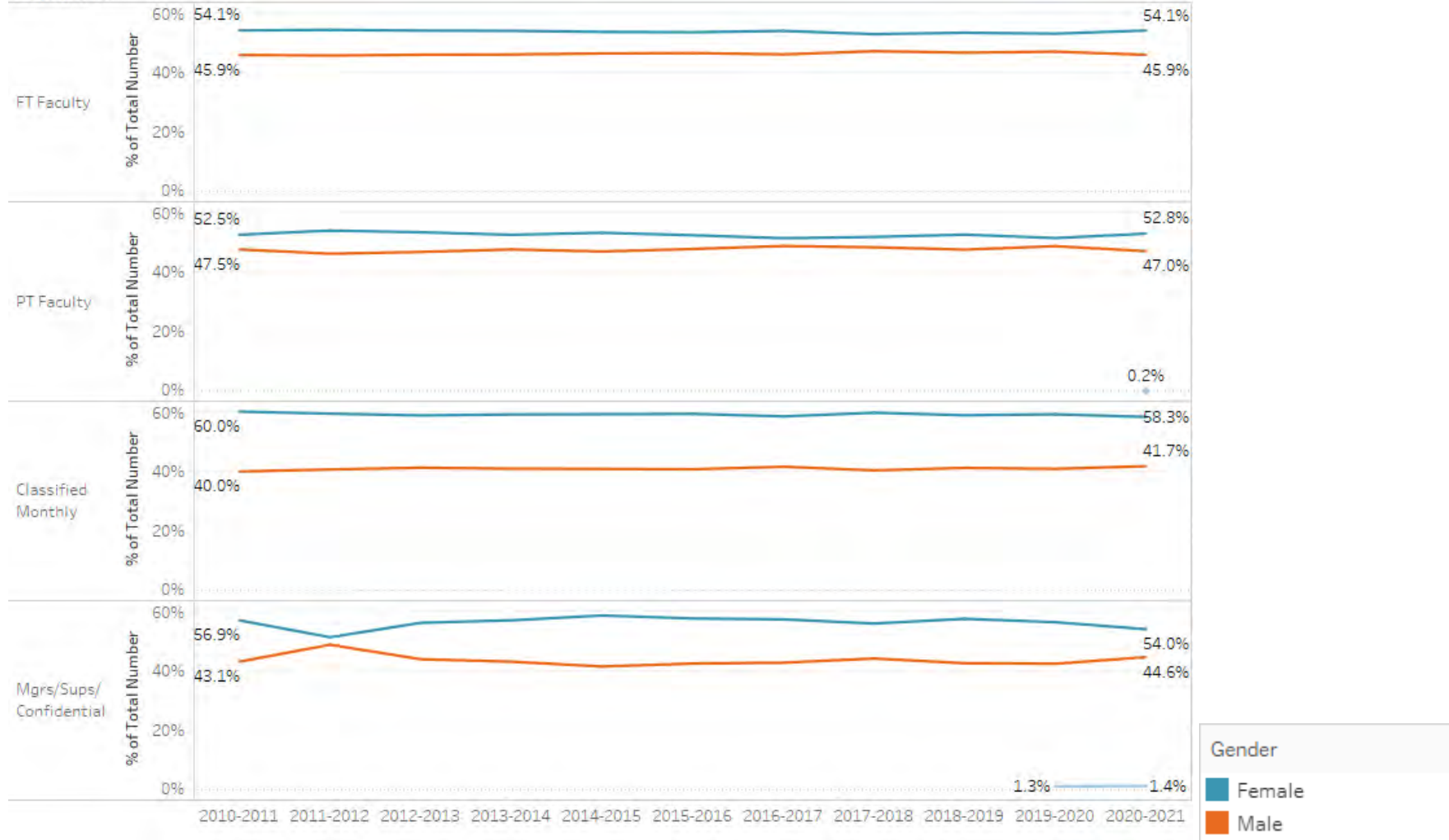
APPENDIX C Gender

All locations by Employee Group

Percent Distribution by Employee Gender

Filter settings applied to this view: Location = All; Employee Group = FT Faculty, PT Faculty, Classified Monthly and 1 more; EEO Category = All; Dept Name = All

Employee G..

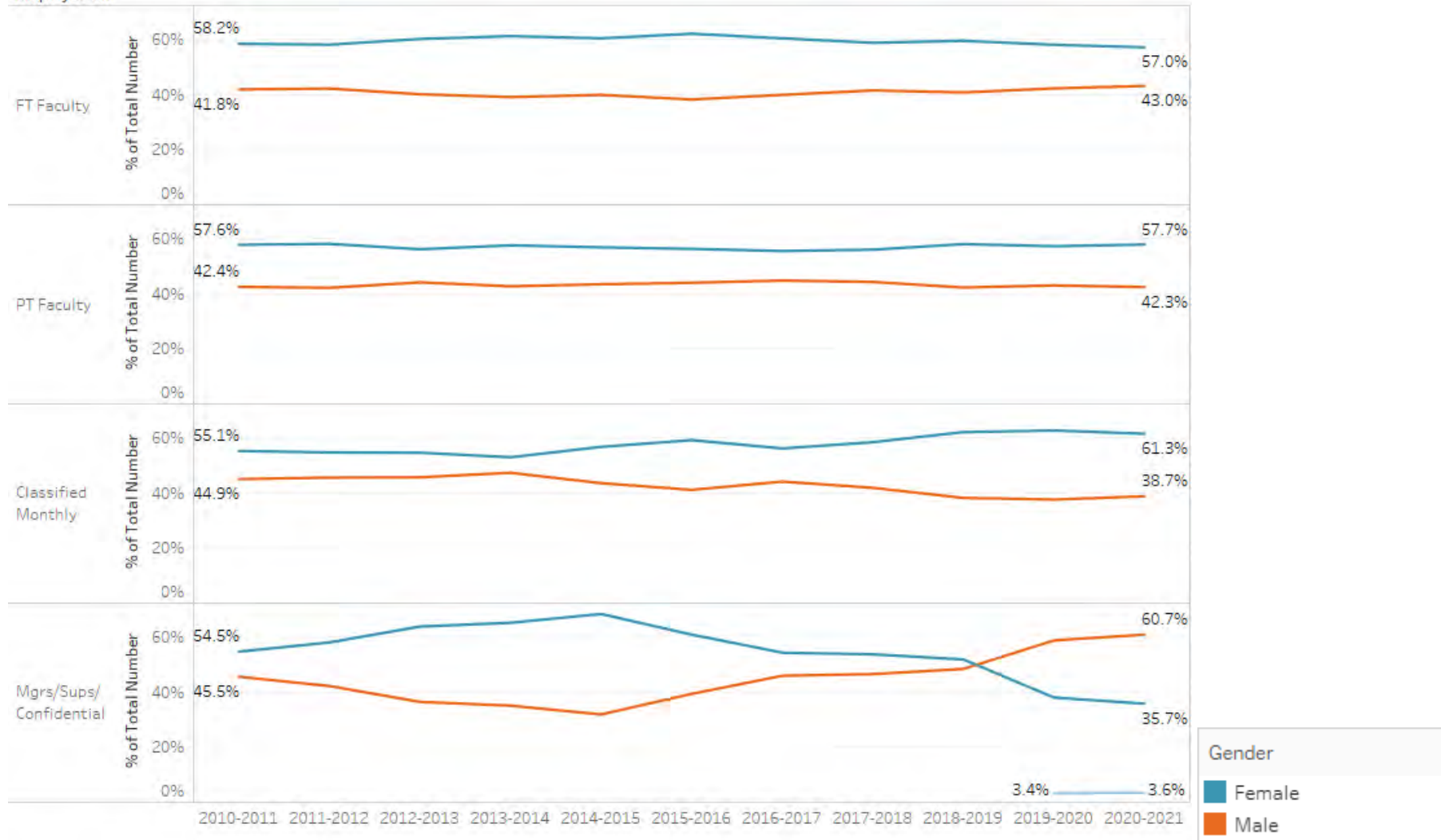


CCC by Employee Group

Percent Distribution by Employee Gender

Filter settings applied to this view: Location = CCC; Employee Group = FT Faculty, PT Faculty, Classified Monthly and 1 more; EEO Category = All; Dept Name = All

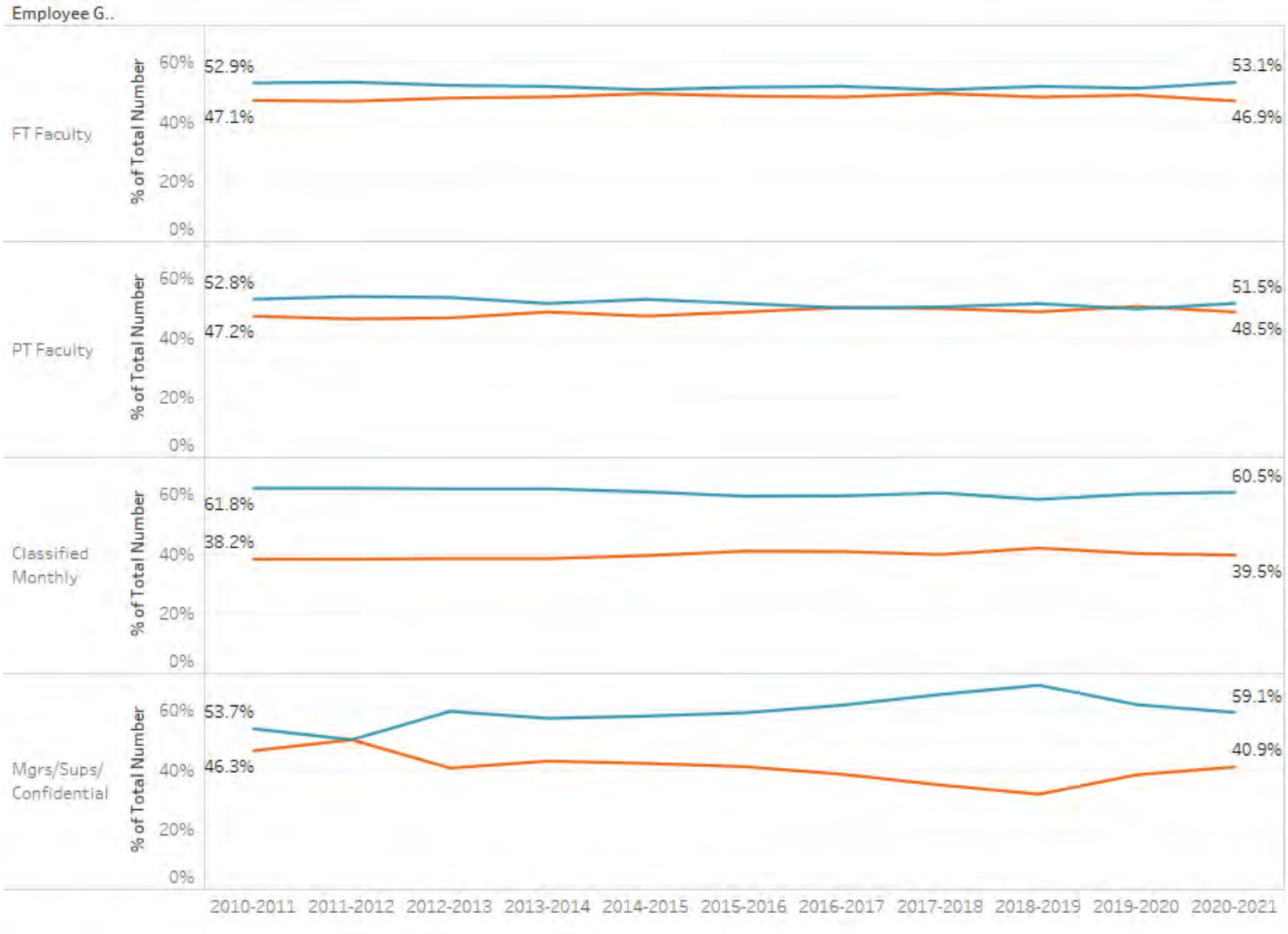
Employee G..



DVC by Employee Group

Percent Distribution by Employee Gender

Filter settings applied to this view: Location = DVC; Employee Group = FT Faculty, PT Faculty, Classified Monthly and 1 more; EEO Category = All; Dept Name = All

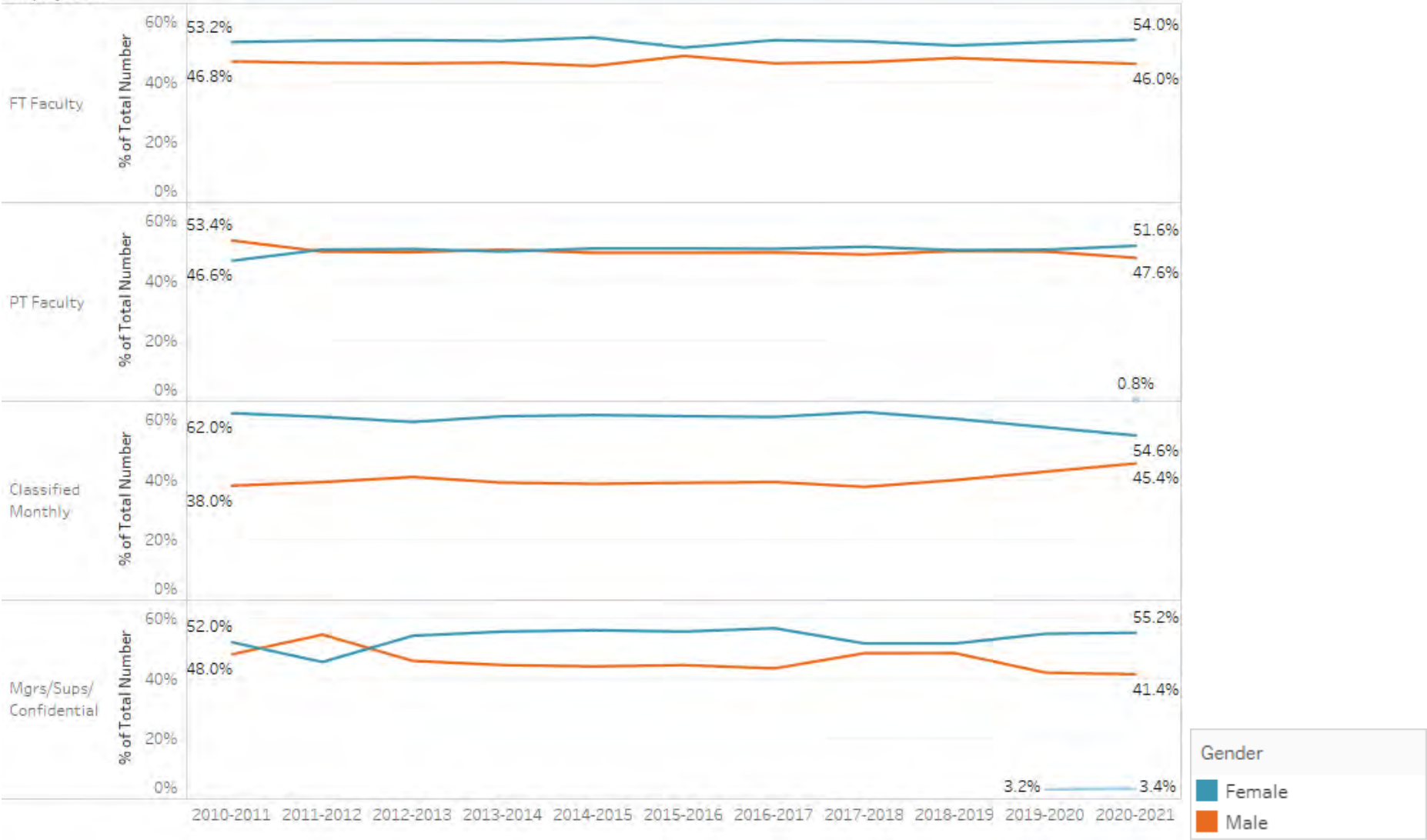


LMC by Employee Group

Percent Distribution by Employee Gender

Filter settings applied to this view: Location = LMC; Employee Group = FT Faculty, PT Faculty, Classified Monthly and 1 more; EEO Category = All; Dept Name = All

Employee G..



District Office by Employee Group

Percent Distribution by Employee Gender

Filter settings applied to this view: Location = DST; Employee Group = Classified Monthly & Mgrs/Sups/ Confidential; EEO Category = All; Dept Name = All

Employee G..

