

MEMORANDUM OF UNDERSTANDING
Between
College of the Redwoods
And
CSEA and its College of the Redwoods Chapter # 509

With the Chancellor's Office diversity, equity, inclusion, accessibility (DEIA) in evaluations guidance forthcoming we propose the following evaluation integrations effective July 1, 2023. The language will be reopened beginning July 1, 2025, for assessment. The proposed timeframe would allow for employees to receive evaluations at least once across the unit.

During the 18-month trial period it is agreed that no part of this evaluation will be added to an employee's personnel file.

When conducting performance reviews with a DEIA lens, it's important to assess employees' performance and honor their contributions. Here are some examples of how DEIA can be integrated into performance reviews:

1. **Inclusive feedback and self-assessment:** Provide employees with opportunities to provide feedback and engage in self-assessment. Encourage them to reflect on their own performance and identify areas where they have demonstrated DEIA principles, such as fostering inclusion, promoting diversity, or addressing accessibility concerns.

Example: Ask employees to assess how they have contributed to creating an inclusive work environment, promoting diversity in their teams, or advocating for accessibility accommodations.

2. **Recognition of DEIA contributions:** Recognize and acknowledge employees' efforts and achievements in advancing DEIA goals within the organization. Consider their contributions to promoting diversity, equity, and inclusion, whether through mentoring, supporting underrepresented groups, or participating in initiatives that foster an inclusive workplace.

Example: Include a section in the performance review specifically dedicated to assessing and recognizing employees' contributions to DEIA efforts.

3. **Professional development and training:** Consider employees' engagement in DEIA-related professional development and training opportunities. Assess their participation in workshops, seminars, or courses that enhance their understanding of DEIA principles and equip them with the skills to foster an inclusive and equitable work environment.

Example: Evaluate employees' commitment to personal growth in DEIA-related areas and their application of the knowledge gained from training sessions in their daily work.

4. **Collaboration and teamwork:** Assess employees' ability to collaborate and work effectively in diverse teams. Evaluate their skills in creating an inclusive and respectful work environment where all team members feel valued and included.

Example: Consider how well employees contribute to fostering an environment that embraces different perspectives, experiences, and backgrounds, and promotes effective communication and collaboration among team members.

5. **Inclusive leadership and decision-making:** Evaluate employees in leadership or supervisory positions on their ability to lead inclusively and make decisions that consider diverse perspectives. Assess their efforts to create a supportive environment that encourages employee engagement, empowerment, and growth.

Example: Evaluate how effectively employees demonstrate inclusive leadership behaviors, such as actively seeking input from diverse team members, fostering a culture of belonging, and ensuring equitable opportunities for growth and advancement.

§ 53602. Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure

Review Processes

(a) District governing boards shall adopt policies for the evaluation of employee performance, including tenure reviews, that requires demonstrated, or progress toward, proficiency in the DEIA competencies published by the Chancellor.

(b) The evaluation of district employees must include consideration of an employee's demonstrated, or progress toward, proficiency in diversity, equity, inclusion, and accessibility (DEIA)-related competencies that enable work with diverse communities, as required by section 53425. District employees must have or establish proficiency in DEIA-related performance to teach, work, or lead within California community colleges.

(c) To advance DEIA principles in community college employment, districts shall:

- (1) include DEIA competencies and criteria as a minimum standard for evaluating the performance of all employees;
- (2) ensure that evaluators have a uniform understanding of how to evaluate employees on DEIA competencies and criteria;
- (3) set clear expectations regarding employee performance related to DEIA principles, appropriately tailored to the employee's classification;

- (4) place significant emphasis on DEIA competencies in employee evaluation and tenure review processes to support employee growth, development, and career advancement;
- (5) ensure professional development opportunities support employee development of DEIA competencies that contribute to an inclusive campus and classroom culture and equitable student outcomes;
- (6) include a self-reflection and a comprehensive evaluation from appropriate evaluators who reflect a range of perspectives on an employee's performance. The evaluation process shall provide employees an opportunity to demonstrate their understanding of DEIA and anti-racist principles, including how the employee has operationalized DEIA in the performance of their job responsibilities.

Note: Authority cited: Sections 66030, 66050, 66051, 66052, 66053, 66700, 70901, 87356, 87360, 87626, 88003 and 88076, Education Code. Reference: Section 70901, Education Code

§ 53602. Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Rev...

[https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=1](https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1)

DEIA competencies and criteria

[https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C8FVAS7FD746/\\$file/dei-competencies-criteria-a11y.pdf](https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C8FVAS7FD746/$file/dei-competencies-criteria-a11y.pdf)

FOR DISTRICT:



Date Aug 1, 2023

Rory Johnson,
College of Redwoods Chief Negotiator



Keith Flamer (Aug 1, 2023 13:32 PDT)

Date Aug 1, 2023

Keith Flamer, President

FOR CSEA:



Date Aug 2, 2023

Thomas Cossey,
CSEA Chief Negotiator



Date Aug 2, 2023

Holley Luia,
Labor Relations Representative












DEIA in Evaluations-CSEA_MOU

Final Audit Report

2023-08-02

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